

You need a microscope and a suspicious mind to examine proposed changes in the education law especially when the Government of the day is scrapping round for cuts. To clarify a local authority's duty can so easily mean to remove an individual's right. And "bringing the law into line with current practice" may simply mean dropping a worthwhile aim because it happens to be temporarily inconvenient.

At least it can be accepted that the joint central and local government review of further education law, now completed, started out without any discreditable motives. It was simply part of the review of local government's statutory functions ordered by Mr Michael Heseltine before he became embroiled in the mysteries of the block grants.

Everyone agrees that the law on further education needs to be reexamined. Some of the relevant sections of the 1944 Act are honoured more in the breach than in the observance.

As spending cuts begin to bite and unemployment rises, the precise terms of an i.e.s.'s legal duty towards the 16-19s are increasingly called in question.

Does an authority have to provide a place for every 16-19 year old who wants it? If so, does he or she have the right to insist on a place in a school rather than a college (an important point now that more and more areas are going tertiary)? And what about the duty towards people over 19?

Not surprisingly, the group has decided that the existing law does not provide foolproof answers and that new legislation is necessary. The general formula proposed for further education is very like the duty already laid on i.e.s.s to provide schools - "to secure suitable provision in accordance with the aptitude, needs and prefer-



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Taking a careful look at the law on FE

ences of these clients". But it is argued that "any uncertainty in the present law which might seem to oblige an authority to make provision in schools rather than FE should be removed".

The restriction of choice this implies would be partly offset by the introduction of "free trade" arrangements between authorities. But the automatic right to recoup spending would be limited to tuition costs and would only extend to other costs - such as transport - if the provision were made by agreement. This might appease some local authorities who, it is said, are already sharpening their weapons to do battle against any further extensions of free trade. Another move to extend choice is made in the suggestion that the information schools now have to provide for parents, should also be required for colleges.

So far, so sensible. But will these changes actually strengthen the individual's existing

rights? Will those young people now being turned away from colleges be able to enforce their claims on the education service?

That is where resources come in. For the document says towards the end: "Each local education authority should have the duty to ensure (within the restraint of the resources available to them) that the needs for further education of the various client groups comprising their population are adequately met" (our italics). Everything hangs, therefore, on how resources would be referred to in the Bill. If they remained a general constraint as phrased in the report, then the new "clarified" duty would not amount to much, and might even have reduced consumers' rights. If, on the other hand, the FE place had to be provided subject to some saving clause about "the efficient use of resources", the effect might be different. Time will tell.

Have i.e.s.s a duty to provide for those over 19? Not if some local authorities have anything to do with it, is the short answer. Central and local government officials in the group were unable to agree on this - or, as the report puts it, there was "a measure of division" - and the proposals are unlikely to be much more than a report is debated in public.

It is easy to understand the local authorities' reluctance to have an extra duty thrust upon them at a time of cuts. They would, they feel, be imposing higher charges to pay for (or at least extra courses while the Government mulls legislative change. On balance, however, it seems right that the general duty to provide further education should extend to all those over 19, so that the principle is placed firmly squarely on the statute book.

The report recommends that two duties be required of the 1944 Act should be amended. The first - the requirement that i.e.s.s must have a DES-approved FE scheme - would be an administrative nightmare to enforce and can go without tears being shed. The second, however, may be more difficult to bury quickly. It is that for county colleges and the compulsory release for those under 19 that was to be associated with them.

Apparently the DES officials think the trade unions would object to this. So they would not just the trade unions. Although youth unemployment and the MSC schemes have altered the picture almost out of recognition, there are still some idealists in the education world who would rather keep Lord Bader's dream of compulsory day release on the statute book until something better is found to take its place.

Fears that reorganized scheme will result in more cuts Councils to shoulder £4m running costs if forced to administer pensions

by Richard Garner

Local education authorities will be forced to bear the brunt of the £4m a year administration costs of the proposals for a new pensions scheme if plans currently being considered by Mr Mark Carlisle, the Education Secretary, are approved.

Teachers' leaders are worried that the reorganization proposals will lead to further pressure on local authorities to cut jobs and cut spending on education in general because of the increased administration burden. At present the scheme is financed by the Department of Education and Science.

The plans have been drawn up by a DES working party - set up to consider ways of pruning civil service costs despite an investigation by Sir Derek Rayner into the running of the pension which concluded it was operating efficiently.

Under the proposals, work on teachers' pensions would be transferred to a new public body which would employ about half of the DES staff currently engaged at Darlington, where the pensions scheme has its headquarters. The rest - about 300 - would continue with other work for the

department as at present. Civil service union leaders, who were only given copies of the proposals just under a week ago, say they are worried by the "grave implications" of the proposals and are holding an urgent meeting next week with Sir James Hamilton, permanent secretary at the DES.

If the proposals went through, they would no longer be classified as civil servants and the new body would be jointly financed by the DES and local authorities.

The working party report rejects plans to "hive off" the pensions scheme administration to private industry on the grounds that teachers' pensions contributions would have to rise by more than 3 per cent to meet any private firm's expectations of a profit from its operations. In addition, there would be likely to be "substantial redundancy payments" at Darlington in an area where employment prospects are few.

A direct transfer of the scheme to local authorities was also rejected on the grounds that this would be "significantly less efficient" than a scheme

which was organized centrally.

The report says there need be "little change" in the way the scheme operates but that both teachers and local authorities could have a bigger say than at present in policy-making - probably through seats in the board of management.

The first reaction from teachers' union leaders was that the new proposals would be unlikely to give them any greater say than they already have through the teachers' superannuation working party - which discusses present policy - and the representation they have on the management advisory group.

Mr Nigel de Gruchy, assistant secretary of the National Association of Schoolmasters/Union of Women Teachers, warned that expecting local authorities to help finance the scheme "would add further restraint to teacher employment".

At present the scheme covers 500,000 teachers and has no net assets of £5,000m. Mr de Gruchy said it was "the height of cheek" to suggest its costs should be partly transferred to local authorities.

Part-time schooling proposal for leavers likely from Labour

by David Lister

A change in the law which would enable school leavers to return to school for some part-time education is likely to be proposed by the Labour Party's working group on the 16 to 19s which is close to formulating a policy on the age group.

But Labour is almost certain not to come out for the abolition of the traditional sixth form.

The working group is instead likely to propose the solution put forward by the Macfarlane Report, namely that individual authorities should make their own decisions on whether or not to go fully tertiary.

Labour are also set to recommend a system of educational maintenance allowances for 16-year-olds who stay on at school.

Some indication of the debate within the party's 16 to 19 working group was given by Mr Phillip Whitehead, MP, party spokesman on the 16 to 19s, when he addressed the annual conference of the Association of Vice Principals of Colleges in London last week.

He said that a number of arguments were going on, particularly about what happens to children in full-time education at 16 plus. "Adherents of sixth forms are passionate, so are advocates of college and tertiary systems."

Mr Whitehead said that in his view Labour would have to commit itself to more money for the age group. "I hope we will say an entitlement to post-16 education will be a right not a privilege. I think that means a commitment to comprehensive tertiary education."

He added that a proper system of financial support would have to be introduced for students "over the next decade."

He said that Labour would have to look again at the regulations which determine what can and cannot be done in schools. He was concerned at the lack of part-time education and education for returners in schools, and wanted more liaison between schools and colleges on vocational courses.

Another suggestion was that college lecturers should go into factories to teach instead of the present system of workers going into the colleges on day or block release. A reform of the apprenticeship system was needed with far greater flexibility of entry.

Mr Whitehead also proposed bringing the Manpower Services Commission into alliance with the Department of Education to form a unitary planning agency, a system of credit transfer and a tertiary education awards council.

Comment

Passion for the unobtainable

The Organization for Economic Development and Co-operation (OECD) recently published a report *Education Reforms in Sweden* in the series of OECD national policy reviews. A team of "examiners", led by Professor J. A. van Kamenade, the former Netherlands education minister, and including Professor Maurice Kogan of Brunel University, visited Sweden, received evidence from a variety of sources including the National Board of Education, and presented a critique of present Swedish educational policies, which assessed what is happening against the aims and objectives which the Swedes have laid down for themselves.

The Swedes have tied themselves to explicit egalitarian aims for education. In a matter of 30 years they have moved from a narrowly selective system where 90 per cent left school at 14, to an open and comprehensive system in which nearly 90 per cent remain in education beyond 16 and upwards of 20 per cent go on to higher education. They have done this, moreover, by rational planning. They have set out their aims in terms of social policy and then made the necessary institutional changes by strong legislation and central control. They have monitored progress at every stage before moving on to more and more demanding definitions of equality.

At one level, the Swedish achievement speaks for itself. Access to education has been hugely increased. Successive governments have made serious and partially successful attempts to eliminate the educational inequalities which stem from wealth and geography. But can anyone be surprised that the farther they have travelled along this path, the more obvious it has become that they can never reach the final goal?

Stubborn differences persist in the achievements of different social groups even after an institutional framework has been created which is

intended to eliminate them. The quest for equal outcomes leads to the repeated postponement of choice and differentiation - to the point where other values to which the Swedes are committed, conflict with those of equality.

The last round of reform created a unified and co-ordinated system of higher and further education, replete with good intentions, but this has highlighted some of the unsolved questions. "Flexibility and open access at one stage are always paid for by rigidity at another," the OECD examiners carried away. It sums up the Swedish experience neatly.

The questions which the OECD examiners had to ask concerned the ways in which this open and flexible system failed to measure up to its own high ideals. They pointed to the perennial conflict between the prescriptive and authoritarian nature of rationally-planned, centrally-administered reform and the individual needs of the pupils. They pointed up the way in which the teachers' own individualism and professional development is confined by the bureaucracy required to ensure that policy is duly carried out. The Swedes have become more acutely conscious of the limitations of centrally imposed reform. They have been striving hard to decentralize, but they have not managed to liberalize the controls which bear on the teachers in the process.

Behind some of these developments are changes within Swedish society, changes which have been marked by the end of the unbroken period of Social Democratic rule, and some chipping away at the underlying consensus. This could reflect a realization that social and educational equality is not the only desirable aim. Rational planning of education always postulates that specific changes of structure and administration will induce specific changes in behaviour and learning, and time and time again it all turns out to be more difficult than people had thought.

But what remains is a record of extraordinary success. The English, whose education system is shaped by the interplay of organized interests rather than by any rational attempt to achieve particular social aims, like to feel superior to the Swedish and patronize what they regard as their solemn naivety. But there cannot be much dispute about which nation has the better education system or the wider access to upper secondary and higher education, or the more generous provision of adult, recurrent and vocational education. Perhaps the achievement

of so much depends on establishing equality as the great but obviously unobtainable aim and then managing to remain dissatisfied until it has been realized.

Educational Reforms in Sweden. OECD Paris. Obtainable from HMSO, P.O. Box 569, London, SE1.

When is a cut not a cut?

Anyone outside the charmed circle of Whitehall (or in this instance, Waterloo), might have been forgiven for supposing that the planned reduction in the Civil Service was aimed at reducing expenditure and cutting back bureaucracy. Not a bit of it. The only aim is to enable the Prime Minister to announce that she has fulfilled her promise to cut down the number of civil servants. This she can do, even if the same people, in the same numbers, doing the same jobs, and still at the public expense, can somehow be moved out from under the Civil Service umbrella.

If that doesn't appear to make much sense, consider the report of the departmental working party on the administration of the teachers' pension scheme. This has now gone to the teachers' unions and the local authority associations for their views. How, the DES asks, would they like to see responsibility for teachers' pensions transferred to a new quango, located (like the present DES pensions branch) at Darlington, managed by a board appointed by the Secretary of State with strong representation from the i.e.s.s. and the teachers, and paid for by a small surcharge on the employers.

This brilliant, yet simple device, would instantly cut the Civil Service by several hundred without anyone losing his or her job. Sir Derek Rayner, a less, has already declared the Darlington operation to be efficiently run and not overstaffed. The DES would continue to make regulations about teachers' pensions and about the pay and conditions of the ex-civil servants who would administer them, (thus safeguarding their rights and placating their unions). In the process, about £4m now debited to the DES budget would be charged up to the local authorities.

Mr Carlisle is one of those Conservatives whose normal instinct is to resist unnecessary change. This must come squarely within that category. It is a cosmetic attempt to produce a cut which is more apparent than real. There is no reason to expect it to be more efficient or less expensive than the present arrangement. In so far as it might involve a transfer of costs from the DES to the local authorities, it should be resisted, by i.e.s.s. and the teachers alike. In fact, the main conclusion to draw from the working party report is that a dogmatic belief in cutting the Civil Service leads Government departments to waste the time of their senior officers on unproductive exercises like this one.

Kinnock hits tertiary trouble

During all those months last year when we were waiting for Macfarlane, nobody was enjoying himself more on the sidelines than Labour's education spokesman, Neil Kinnock. With all the network of policy committees he had set up to take Labour education thinking into the future and beyond, he was confident that he could out-Macfarlane the Government.

There were plans for the 16-19 working party of the education sub-committee of the National Executive Committee to produce a swift statement on tertiary colleges to pre-empt Macfarlane last autumn. There was then to be another considered response after the official reply saying what it should have said.

Oddly enough, neither statement appeared and the reason was not far to seek. The Labour Party's internal discussions were bogged down just the same sort of agonized lobbying that delayed and compromised the Macfarlane committee. On the one hand, the Socialist Education Association went overboard for tertiary and compulsory reorganization as the only truly comprehensive solution for the over-16s; on the other, the old guard and the traditional teachers' voice in the Labour Party counselled prudence and a more cautious approach.

It looks now as if once again the reorganized Labour won the day. Although Neil Kinnock himself (like Mark Carlisle) is known to be in favour of tertiary colleges, and although Phillip Whitehead joined his shadow team at Christmas with an express brief to knock the 16-19 working party into line on a tertiary solution, it appears that the group will tamely fall into line behind Macfarlane (page 3).

If this is the compromise produced by Labour's 16-19 group in the end, it will be an acknowledgment that the pressures in the group itself are likely to be intensified when the report is considered by the much larger education sub-committee and, later, by the wider forum of the Party. The education sub-committee has a long and disparate membership based mainly on historical links.

The trouble about an issue like tertiary education is, it is difficult to reconcile traditional and radical approaches. There are no simple certainties in the units behind it: there was with the attack on independent schooling, the subject of the last major policy analysis produced by Kinnock and his team. Instead, the Labour Party is floundering just as difficult to make a commitment to change as the Government.

No comment

"16-year-old youth with commonsense and writing an advantage", to assist in the importers warehouse. Written inquiries only to R. W. Bonwick, Spira-Household Textiles Ltd. From the Manchester Evening News, April 1981.

Cities urged to back service

Chief executives of the big city authorities are being urged to back a campaign which could bring them in direct contact with their councils. The campaign, aimed at publicising proposals for compulsory national service, has already been condensed by the social services committee of the Association of Metropolitan Authorities.

Mr William Jackson, chief executive of Kent County Council has written to his colleagues in the metropolitan districts suggesting that they should do what they can to stimulate public debate on the issue - the first objective of Youthcall, the pressure group behind the campaign. The Rev Nicholas Stacey, Youthcall's chairman, is Kent's director of social services.

At the week whether he expected some chief executives to oppose their council's policies on the matter. Mr Jackson said: "My colleagues will not in whatever way they deem appropriate in the circumstances."

He added that he had reservations about the idea of compulsion, but wanted to see it debated widely. The present campaign group was brought together by the leaders of Community Service Volunteers after the failure of their attempts behind the scenes to persuade the Prime Minister that a big national community service programme is practicable or worthwhile.

This week, CSV's director, Mrs Elizabeth Hoodless, denied that they had ever urged the Prime Minister to introduce compulsory service, and that if he thought they did, she must have misunderstood them.

Ban on streaming meets defiance

At least one voluntary school in inner London proposes to defy the ban on streaming in the first year of secondary school which is to be introduced by the new Labour leadership.

At a famous county secondary school in Egham, Surrey - plans to stream the existing streaming in the second year down to the first year because, says the headmaster, Mr Lancelot Woodcock, it works so well. He says that he is being provocative.

Labour leaders of the authority are pledged to abolish streaming throughout secondary schools - already practised in only 17 out of 179 schools. But Mr Anthony Vaughan, RC boys' school, says he proposes to carry on streaming. "I don't see how I can do it," he said, "but I will try to impose a



Something to look up to. This exhibit, from the Science Circus of Ontario's science centre, is one of the highlights on show at the Science Museum (until June 16).

Hampshire schools on alert

Schools in Hampshire were taking special precautions this week after the rape and murder of a 14-year-old girl, and told staff not to hold detentions after school but to find alternative punishments. He has instructed children not to stay on the school premises after the end of the day unless they have their parents' permission. He has also told pupils not to walk near any wooded areas.

Mr Peter Ellis, the school's headmaster, has told all his pupils not to go out alone and about singly. He said he didn't want to curtail after-school activities and advised parents to collect their children from school if they wished to. The headmaster of nearby Wavell pupils were shattered by the news.

Maths and big classes: finding confirmed

The discovery after a national survey of 11-year-olds in 1978 that children in big classes did better at maths is confirmed by the report published this week of a second survey of the same age group carried out the following year.

An advance copy of the report, from the Assessment of Performance Unit of the DES, was reviewed in detail in *The TES*, July 25 last year. It shows a slight improvement in performance since the first survey which would amount to between one and two more questions answered correctly in a 50-item test. The APU warns, however, against drawing conclusions from the results of only two annual consecutive tests.

On the whole pupils in rural schools got higher marks than those in urban areas. Lower scores tended to be found where a high proportion of pupils were taking free meals.

Hours reduction offer may save jobs

Teachers in Gloucestershire threatened with compulsory redundancy have been told their jobs may be saved if they reduce their number of hours instead.

The county council has issued redundancy notices to part-time teachers as part of a plan to reduce the teachers' payroll by the equivalent of 100 full-

time posts after this year's 7.5 per cent pay agreement.

Mr Richard Clark, the county's chief education officer, stressed that no full-time teachers had received redundancy notices and that the county council was hopeful it could offer some work to all part-timers at present employed by it - although this could not yet be guaranteed.

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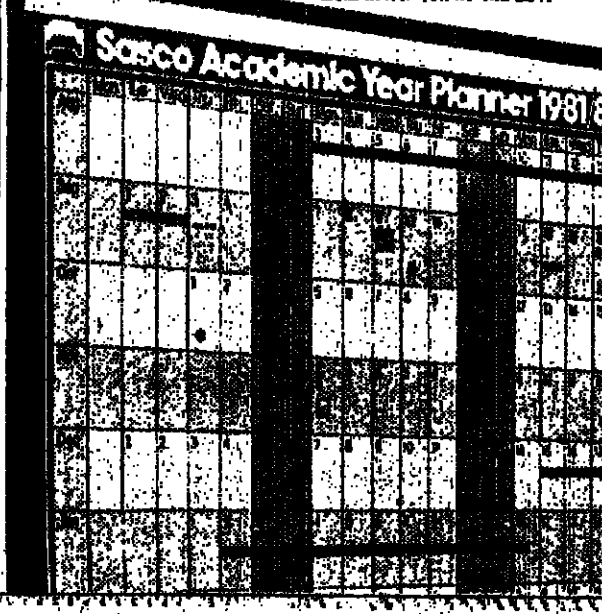
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Platform

Professor J. D. Stewart warns that central government is threatening major constitutional change at the expense of local government in response to a crisis of its own making. Michael Heseltine's moves towards direct control strike at the local responsibility of councillors who are fighting on behalf of education. The crisis in local government, he argues, is a crisis in education.

Recipe for irresponsibility

The relationship between local authorities and central government moves towards crisis. Central government has set targets for local authority expenditure which local authorities are neither able nor willing to meet.

The Secretary of State faced with alleged overspending of over £800m - and it must be stressed that the level of expenditure planned by local authorities already represents a cut in expenditure - has called for a revision of expenditure plans. That exercise last year led a number of authorities of both parties to cut their budgets. This year, with newly-elected Labour authorities in a significant number of counties committed electorally to an increase in expenditure, budget increases are more likely.

The Government has, however, sought to impose its views by threatening to withdraw up to £450m of grant from local authorities if their revised budgets do not conform to the targets he has set them. There is a target for each authority. That target is based on a 5.6 per cent reduction in volume terms (ie, after allowing for the effect of inflation) on the level of expenditure in that local authority in the arbitrarily selected year of 1978-79. Authorities which get within 4 per cent of the target will not be penalised.

The penalties are severe. Essex is threatened with a £17m loss of grant equivalent to a 7.0p rate. Manchester is threatened by an £8m loss of grant, equivalent to an 11.9p rate.

Michael Heseltine, however, anticipates that local authorities cannot or will not conform to his targets. He has, therefore, threatened that in the event of failure by local authorities, he will seek yet further powers. For a Secretary of State who in only the last session of Parliament distributed the whole pattern of central-local relations, it is a striking admission. The Local Government Planning and Land Act is already assumed to have failed.

It is not going to happen. In many authorities it cannot happen. What the Government is asking for in many education authorities is a massive reduction in expenditure in a year that has already started. He is, for example, asking for reductions in:

Buckinghamshire	of 12.6 per cent
Cambridgeshire	of 9.9 per cent
Cornwall	of 8.8 per cent
Hereford and Worcester	
Devon	of 7.6 per cent
Shropshire	of 6.8 per cent
West Sussex	of 6.4 per cent
Wolverhampton	of 14.3 per cent
Kirklees	of 12.6 per cent
Rochdale	of 11.5 per cent
Bury	of 10.1 per cent
Dudley	of 9.6 per cent

Responsible Conservative and Labour authorities are being asked for reduction on a scale and in a timespan that cannot be carried out.

There is much talk of local authorities deliberately defying the Government. Can anyone seriously believe that of most of the authorities set out above?

Local government threatened and attacked

There is a widely held view among educationists that what the Government is asking local authorities to do is and has been unreasonable. Local authorities, it is argued, have reduced their spending over the years while central government has increased its own. Since 1976 local government expenditure (capital and current) has fallen by 20 per cent, while central government's expenditure has risen by 7 per cent. Central government is entitled to ask for restraint, but not to ask local government to show more restraint than it is willing to show itself.

The reluctance of many Conservative councils to impose the cuts demanded on the scale and in the timespan



Mr Michael Heseltine - faced with alleged overspending of £800m.

too easy for equivalent legislation to be introduced for England and Wales, arguing that the principle has already been conceded by Parliament. Serious change is threatened.

It means that as the result of alleged overspending in one particular year, steps may be taken to destroy the very principle on which our local government system has been based - the right of local authorities to determine their own level of expenditure, financed by local taxation. It is very dangerous for major constitutional change to take place in response to an immediate crisis - particularly when that crisis can be

This represented the Government's assessment of the need for expenditure in each local authority, and marked a move into an area that has clearly been a matter of local responsibility.

The behaviour of local government expenditure as a whole can be influenced by the use of the general level of grant without using direct control. Within that totality there will be over-spenders and there will be under-spenders. That is what local government is about. Once the Government becomes concerned with individual local authorities there is no way that in the end that concern can be enforced without direct control.

Future alternatives

What then is the future? The only put forward by the Government is the continuation of its present policy.

This will lead inevitably to no greater controls over local authorities as the Government seeks to keep spending in each authority down under its own control. Once these limits are set upon the local authorities, it has set targets for itself. The failure to achieve a target is by implication weakness in central government.

There is an alternative. It is to step back from targets and to recognize local government expenditure, based on local taxation, as the responsibility of the elected local authority. That requires not new controls but a new basis of local government finance.

The real dilemma of local government finance is that local authorities draw nearly five times as much income from the non-domestic rate and grant, which do not bear directly on the local electorate, as from the domestic rate.

The alternative to the Government's policy of weakening local government is to build up its responsibility to the local electorate by:

● The elimination of its non-domestic rate as a local tax, substituting for certain services direct charges to users.

● The reduction of grant to no more than the amount required to equalize the finances of local authorities.

● The introduction of a local income tax shown by the Layfield Report to be practicable. This new tax would replace the non-domestic rate and enable grant to be very significantly reduced.

Local authorities would then draw their main source of revenue from their local electors, local government finance would be on a sound basis and central government could step back from detailed involvement.

The alternative to what we are being drawn to ever greater central control over local authorities. There are some within the education service who would welcome that control. It will perhaps they should pause. It will mean the replacement of local bureaucracies by central bureaucracies. It will mean a dangerous concentration of political power in a traditional of centralized system. It will make innovation more difficult, particularly the innovation that requires greater expenditure. But above all, it should reflect on the issues involved.

Greater central control is threatened because local authorities are at the moment not imposing sufficient controls on education and on other services. It is no accident that local councils are unwilling to cut services as severely as central government demands.

It is 1973 the number enrolled on low-level general education courses was about 300 but by 1978 this had grown to about 500. Other courses with a vocational element - in the caring professions, engineering, construction, engineering, further trades, printing, retail and business - have expanded more spectacularly.

From 1977 to 1979 when economies were being urged on local authorities, the aggregate total of all low-level courses increased from 123 to 188, a number of teaching courses increased by 24 per cent from 124 to 238 over the same period.

Mr Flower records that a college principal from outside London dismissed the policy as "a euphemism to describe what ILBA is doing to meet the West Indian problem". London has been providing further education for students of low attain-

Scots will fight regional campaigns over cuts prompted by falling rolls

by Willis Pickard

Campaigns about the effects of falling school rolls will be conducted at regional rather than national level, after the Education Institute of Scotland annual meeting last week supported the strategy proposed by its leadership.

So unpaid strikes of up to three days can be called by regional executives in their campaigns against expenditure cuts, especially if cuts which produce redundancies. But Mr Alan Armstrong, on behalf of several of the most powerful local associations, who moved that "if one teacher gets redundancy every teacher will be prepared to have a one-day strike", was defeated.

The debate was not about the principle of opposing damaging effects of expenditure cuts or of falling rolls, which were, in the words of Mr Keir Bloomer, chairman of the committee which drew up a document on falling rolls, the issue of the decade.

Mr Bloomer argued, with support from the chairman of the institute's education committee, Mr Norman MacLeod, that the educational objectives of the EIS were in no way affected by falling rolls. Such matters as a contractual right to in-service training remained important, and, said Mr Bloomer, more attainable if education authorities used the opportunity of falling rolls to strengthen rather than undermine the education service.

The argument revolved, however, around the most effective way of combating the probable attack that would take place, Mr Tom Fenton, a co-author of the document on falling rolls, suggested that the Edinburgh association's recent experience in warding off a threat to the jobs of control teachers in primary schools showed the effectiveness of action at local level. Mr Les Fulton, an ex-president of the institute, argued that the battle to win the conviction of colleagues to support a single threatened teacher was best started at

regional level. But for more radical speakers the need was first to rally the union nationally and then to collaborate with other areas of the public service under threats similar to those against teachers. As Mr Kenny McLachlan, a candidate in the recent presidential elections, said, teachers must act like the women of the Lee Jeans factory who are sitting in at Greenock.

Minister climbs down: the Commons stages of the Education (Scotland) Bill ended this week with an all-night sitting and a humiliating climb-down by Mr Alex Fletcher, the Scottish Education Minister, writes a correspondent.

After an exhausting night, during which Scots MPs wrestled laboriously with the Bill, Mr Fletcher was forced to withdraw suggestions he made only 12 hours earlier that the Government intended to change the dismissal procedure for teachers.

He had told MPs that the Government would amend the Bill in the Lords to remove Section 88 from the Education Act 1980 which gives a teacher the right to be heard by an education committee and allows dismissal only on a two-thirds vote of the committee.

Labour MPs were infuriated by the suggestion, but within a few hours it was Mr Fletcher who was looking uncomfortable as he rose early in the morning to announce that, after all, there would be no amendment in the Lords.

His volte-face came after the Government Chief Whip became worried that progress on the Bill could take so long that one whole day's Commons sitting could be talked out. He asked the Opposition what their price was to stop talking and was told that if Mr Fletcher withdrew his Section 88 proposal he could have his Bill within an hour or two. So Mr Fletcher obliged.

Praise for expanding college courses in hard times

by Bert Lodge

The way the Inner London Education Authority expanded the provision of low-level further education courses for the 16-19s from 1973 onwards and maintained them in the face of demands to economize is commended in a report by a former principal of a London college.

In a 70-page review for the Further Education Curriculum Review and Development Unit, Mr Fred Flower, principal of Kingsway College, looks at the radical shift in policy for the less able, less advanced students which followed a major re-examination of London colleges in 1970-71.

"For an education authority to continue to put resources into the provision for the 16-19s and especially into the lower level sector during the rapidly cooling economic climate such as the last six years expresses not only wisdom but courage".

The expansion of this type of provision was not welcomed by every principal or all senior staff, Mr Flower found. As one principal of a college with a good record of success in technical and business studies put it: "The Appendix 2 people tend to lump the under-achievers into one group when basically there are four or five different groups within the under-achievers and the ones we must be concerned about - not educationally but socially - are the ones that the educationists can't get hold of".

But the report concludes, "The ILBA initiative does show what some of the elements of a more comprehensive programme might reasonably be".

Transition and access: A review of low-level FE courses in ILBA by Fred Flower. Limited number of copies available from the Publications Development Centre, DBS, Honeypot Lane, Stanmore, Middlesex.



At the electronic chalkface

The electronic chalkboard (above) developed by the Schools Council allows teachers to display lessons on a television screen from an ordinary cassette recorder tape. The information can be accompanied by verbal instructions from the teacher recorded on the same tape.

Part of the council's machine-assisted teaching project, the device allows some children to be occupied with lessons while the teacher is in-

involved with the rest of the class. The £2,000 system consists of a microprocessor linked to four screens, cassette players and keyboards. Pupils have to respond to questions by typing their answers in and lessons can be prepared without any knowledge of computer programming. A wide range of symbols and complex diagrams can be used and lessons are being prepared for maths, foreign languages, English and geography.

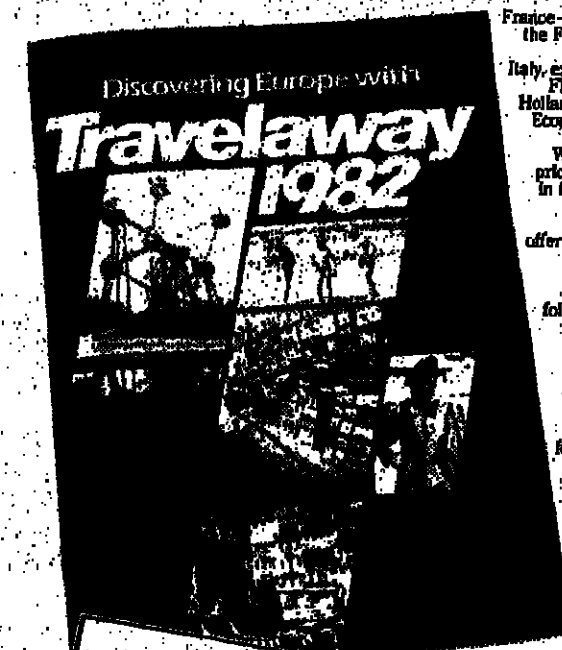
Vice-principals to pay £10 more

The Association of Vice Principals of Colleges decided to increase the subscription to the AVPC by £5 to £15 a year, at the annual conference last week.

A proposal backed by the association secretary and treasurer to increase it to £20 with added legal cover was defeated.

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The issue is about education not local government

The education service should appreciate that this is an argument about expenditure on education, as much as it is about local government expenditure in general. All English shire-counties except two are alleged to be overspending; nearly two thirds of them by more than 4 per cent. All metropolitan districts except four are alleged to be overspending, again nearly two thirds of them by more than 4 per cent. These are education authorities. It is in those authorities that the local overspending is alleged to have taken place. The record of shire districts - non-education authorities - is claimed to be much better: 42 per cent are alleged to be on or below target.

Education accounts for over half the expenditures of those non-conforming shire counties and metropolitan districts. What is being argued about is not an abstraction called local government expenditure, but about actual expenditure on education. The White Paper on public expenditure published earlier this year shows that the Government wishes educational expenditure by local authorities to be reduced to £6,777 million in 1981/82 (at 1980 survey prices), a reduction of 6.4 per cent on the expenditure in 1978/79. For the other services, the target is 5.8 per cent. The difference is of course due to the effect of declining rolls; but let nobody in the education service doubt that the battle to impose the Government's targets on local authorities is a battle about educational spending.

The Government has created a crisis by the extent of the cutback it is seeking, by the introduction of targets for each authority and by an irresponsible approach to target setting

required reflects their closeness to the services and their sense of responsibility for them. It is that direct sense of responsibility that is at the heart of local government, and which will inevitably lead many local authorities to raise a supplementary rate rather than impose the full cuts being demanded by the Government. And yet local authorities are threatened that if they do not carry out the cuts, new powers will be taken by the Government. Those powers are not specified. Ill-defined threats can only create additional difficulties. They make local authorities more likely to raise supplementary rates to protect themselves against the uncertainties and the unknown.

The real danger is that threats having been made, will be fulfilled. Already Parliament has, almost unnoticed in the press or by MPs themselves, passed legislation for Scotland, which gives the Government power for beyond that contained in the recent Local Government Planning and Land Act - the possibility of virtually direct control of local government expenditure. Already that power is to be used, unless the Lothian Region reduces spending as required. The Secretary of State for Scotland is to reduce the grant by more than £50m without the local authorities having had any right to discuss supplementary rates. It would be

argued to be of the Government's own making.

A crisis created by Government

Responsible decision-making by local authorities requires a stable and a certain environment. It requires too a recognition that local authorities have the knowledge of what levels of expenditure are required and what cuts in local spending are possible.

There are grave doubts as to whether central government should set even general targets for local government expenditure, which is financed by local taxation. It cannot be argued, for example, that the current 5 per cent overspend is creating serious economic problems. Certainly if central government does set targets, it should not impose them without regard to the views of those responsible for the services. That is the start of irresponsibility in government.

This Government has moved, however, from concern for the totality of local government expenditure to a concern for expenditure of each and every authority. This was given expression in the Local Government Planning and Land Act which structure around a figure for each authority (GRE).

Finally central government, having determined that there should be targets for individual local authorities, cannot decide what the targets should be. When the rate support grant settlement was announced in December last year, several of the shire counties now accused of overspending found their level of expenditure was below the GRE figure. Almost inevitably there was resistance to overspending further.

However, perhaps for that reason new individual authority targets were announced in January, when the budgetary process in many local authorities was nearing completion. Those are the present targets requiring many local authorities who are spending below the Government's own assessment of their need for expenditure, further to reduce their spending. It is a recipe for irresponsibility. Even the present targets are uncertain. The Secretary of State says that they are only a suggestion. They can be altered if better targets can be found; but by the time they are found local authorities will already have been working long into the budget year on present targets.

The Government has created a crisis by the extent of the cutback it is seeking, by the introduction of targets for each authority and by an irresponsible approach to target setting.

Professor J. D. Stewart is director of the Institute of Local Government Studies at Birmingham University and a member of the Layfield Committee.

Liberal support needed to oust education chairman in 'no confidence' debate Labour plots coup in Leicestershire

by David Lister

Labour councillors in Leicestershire are planning a coup which would give them control of the education committee next month, with a pledge that they would restore cuts and improve the pupil-teacher ratios.

The April elections left the county with the intriguing but near unworkable situation of a Tory majority of one over Labour, with five Liberals and one independent holding the balance.

The Tories have held on to the committee chairmanships and have promised to think again about cuts not yet implemented in this financial year. But they turned down a Labour plan to restore cuts already made.

Since then the Conservatives have refused the Labour shadow chairman permission to attend briefings with officers. Labour leader, the Rev Ken Middleton, said this week: "These briefings would be enormously useful at the moment. My chairman of FE was invited by the officers to a briefing, but when he arrived he was told by the Conservative chairman that he could not attend."

"We will be putting down a motion of no confidence in the chairman and vice-chairman of education at the council meeting next month and will hope to replace them with Labour chairmen."

As Labour woo the Liberals over the coming weeks, their programme of restoring cuts through increased borrowing will be watched closely by the principals and staffs of the county's community colleges.

Leicestershire achieved world fame as one of the counties which pioneered the schools where children and adults are taught together and substantial adult activities take place. But last autumn, colleges had to raise £100,000 in a levy to the council; an experimental scheme whereby teachers spent 10 per cent of their time exclusively on community education was scrapped; and 19 posts of community tutor (adult) were abolished, though this did not mean actual redundancies.

The colleges have been told they must raise a further £200,000 to pay back to the council this year.

Labour want to scrap this levy, which they say the colleges cannot afford. But in return they will demand a more central control of the colleges by county hall, and the undertaking of more activities for the disadvantaged.

Mr Middleton said: "There will have to be an overall community education policy. This will mean some rationalization of courses and some direction from the authority itself."

Disturbance of the autonomy enjoyed by some of the colleges and anger at the way the levies have been met by increasing fees and thus cutting out courses for the disadvantaged, goes far deeper among other members of the Labour group.

Mrs Dorothy Davis, former education chairman of Leicester city council, said: "There's a lot of distrust on all sides about the way they are run because of their autonomy. There could be more money for them but more would then have to be done for the old, unemployed, disabled and single parents."

"There is anger in the Labour group that some community colleges have cut courses for the old and disadvantaged because they don't pay fees, whereas navigation courses for people who have yachts make money."

Mr Roger Seckington, principal of Earl Shilton Community College commented: "The thing which distresses the community educators is the assumption made by local politicians that community colleges are wealthy places with huge bar profits. They miss the point that this money was being put entirely back into the community, funding adventure playgrounds and adult literacy."

"Because of the levies imposed on us we are now unfortunately finding it more and more difficult to work with those who can't pay fees. Obviously we have now to run adult classes which are viable. The new levy also means that vice principals in particular have gone into an entrepreneurial role to raise money."

Discovery of path won appeal

by Bob Doe

An education officer's stroll in a park led to a dramatic discovery. He found a path which was marked on any map and which was tened by 70 yards the distance to a nearby school for a boy whose father had been arguing with the council nearly a year over admission.

The education department in the county then informed the council man who had started an investigation into the case, and told the parent could have the school of his son. However, the father was unwilling to remove his son from the school he had been attending.

In his report on the complaint against Humberside County Council local government commissioner, Mr Pat Cook says:

"After I had started to investigate, the council told me that they had discovered a short cut across a meadow which had led them to the village place at school A - they now judge the complainant's home to be closer to school A than they had thought previously."

They explained that at first they had thought that the complainant lived further away by about 27 yards than the home of any comparable pupil. But the discovery of an unmarked path through the park meant that his house was 70 yards nearer to school A than they had thought and so closer than the homes of other children who had been admitted to that school.

Mr Cook said he shared the complainant's concern "that the council's discovery of the true length of the journey between his home and school A took so many months and was not exposed when he applied."

A spokesman for Humberside education department said this week that the short cut across the park was discovered while an officer was returning the route to a school. Immediately an officer went out with a surveyor's instrument to measure the distance. "It is nice to feel people are willing to admit their mistakes," he said. He added that the parent never mentioned the existence of the path to the council and may have been unaware of it too.

Employers' needs off target

A serious gap between what employers say they want from school-leavers and what their jobs actually demand has been revealed by an investigation into the reading, writing and talking needed by 16-year-olds going into industry and commerce in Coventry.

The investigation also showed the schools are letting their pupils down when it comes to teaching them the language skills needed in real life. A conference for teachers and employers was held in Coventry this week.

Complaints from local employers about uncommunicative school-leavers, sloppy applications, bad spelling and illiteracy led the city's education authorities to look into exactly what kinds of communication skills were required on the shopfloor and whether schools were providing them.

Two teachers visited factories, shops and offices and talked to training officers and young workers. "On this basis, a larger group of Coventry teachers and advisers at a conference for the project concluded that overall communication was more important to the success and well-being of school-leavers than their ability to spell and write."

The association had protested earlier this year at a schools programme which featured astrology, palmistry, tarot and personal fortune-telling. Recommendations for follow-up work included: children reading and writing, making up a good story and thinking up and writing down their own ideas for the following week.

Mr Chisham-Sellers, producer of the project, expressed general agreement with the ACT position and promised

Next week sees the launch of a fire education kit, but will it save schools from arson?

Fire precautions could be fanning the flames

by Bob Doe

Burning down schools is becoming an increasingly popular pastime. Efforts to extinguish what has been regarded as an epidemic of school arson are now seen as only partially effective, and some Government actions on schools may even be fuelling the fires.

Every year enough money to buy a micro-computer for every primary and secondary school in the country goes into the fire service. In well over a third of these fires, malicious fire-raising is suspected and undetected arson may be responsible for many more.

Sometimes, arson is indicated, such as when a fire at a Gravesend girls school in March was started in six places at once. But often evidence disappears in the conflagration.

Home Office figures record nearly 1,900 school fires serious enough to require the fire brigade in 1979, the latest year for which official statistics are available. In 686 fires non-malicious causes were blamed and the assumption was that pupils or other young people were the usual culprits. Two boys in Sussex recently were detained for "life" for starting a £100,000 blaze at their school "apparently because they disliked some of their teachers and had impending examinations", according to an appeal judge.

A 16-year-old who set four Teesside schools alight "because he was bored" was ordered this week to be detained for 10 years. Damage is estimated at £230,000 affected schools which were

all within a mile of the boy's home. He had been put in council care before, when he was 10, for a £125,000 school blaze.

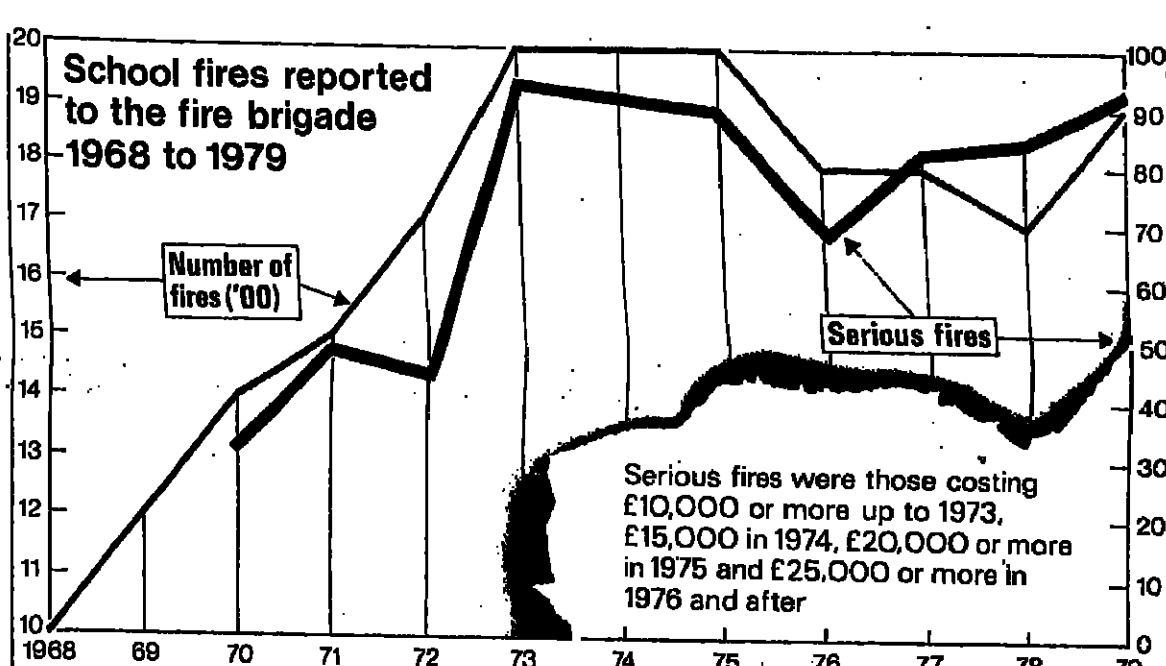
The 91 most serious school fires (damage over £25,000) cost an estimated £13,500,000 in 1979. Though figures do not link arson and cost, fire-raisers were assumed responsible for most expensive fires. Both serious fires and malicious fires tend to happen at night when buildings are unoccupied and fires are not immediately detected.

While school fires have doubled in the past ten years, the incidence of known arson generally has increased even more dramatically. In 1964 there were 443 convictions for this crime; in 1976 there were 1,954. Most of those convicted were under 21 with peak numbers in the 14 to 17 age bracket.

It is reckoned that the cost of known maliciously started fires of all kinds is greater now than from any other single cause, and that as many as a half of those fires counted as of unknown cause could have been started intentionally.

School fires rarely result in deaths or even injury because the most serious ones tend to happen at night. A private boarding school fire in 1968 claimed the life of one boy.

A 17-year-old who died in a school blaze in 1979 is regarded by the Home Office as a case of suicide by self-immolation. Similar cases involving teachers are not unheard of, and



suggest pupils are not always responsible for burning schools.

School arsonists seem to have got much busier in the early seventies. Figures for school fires leapt from 1,000 to 2,000 in five years. The number of serious fires trebled.

At one point in 1974 school authorities up and down the country were organizing vigilante patrols to "save our schools" and still do from time to time when there are local outbreaks of arson.

At that time the Department of Education and Science issued guidance on fire avoidance which included fire and intruder alarms, outside lighting and regular police patrols.

Intensive investigation of suspicious fires was also suggested by the DES, but the massive increase in fires, both in and out of the schools, has tended to concentrate forensic expertise on the most serious cases; another reason why the arson figures may be a substantial underestimate.

More on-site caretakers were also suggested, though one school fire was thought to have been started by the disgruntled son of a recently dismissed caretaker.

One DES official also suggested

schools should keep a more careful check on those pupils likely to set fires, making sure they actually left the building every night.

The case in point occurred when two 10-year-olds who had already been involved in bomb hoaxes hid in a cupboard to evade the caretaker's final rounds. Then they set fire to the school by placing yoghurt pots filled with shredded rubber on a heater and laying a fuse of paper to give themselves time to escape.

The cost of the physical damage is usually covered by insurance, though not always. But that simply means it is shared round among those paying premiums. There is no compensation either for the disruption of pupils' education or for the blow to school morale though it can mean replacement for out-of-date text books.

Naturally, insurance premiums soared with the increasing incidence of fires. In Nottinghamshire, premiums increased by a third after a year in which more than 30 schools were burnt.

After the DES measures were suggested in 1975, the peak of the school fire-storm seems to have been reached. After 1975 the numbers of school fires fell from 2,000 to 1,716, but were still well up on the 1,000 fires of ten years

earlier. In 1979 they were up again to 1,865.

The Home Office, in conjunction with the Schools Council, has started a programme of fire education in schools, which is just about to be extended to the age group from which most convicted arsonists come. This programme is aimed more at stopping the home fires burning than avoiding school fires, however.

In fact comparatively few home fires are started by children or even involve children. By far the highest proportion involve the aged or are started by smokers or heaters.

It is possible that the Home Office programme could have the opposite effect intended. When school blazes were at their height in 1975, the DES complained that publicity about school fires actually incited school fire-raisers.

The motivation of arsonists, according to the insurance companies, Fire Protection Association, includes the need to express pent-up feelings of rage, revenge and a reaction to being unloved and rejected.

By emphasizing the dramatic effects of fires, schools may unwittingly be suggesting an outlet for such frustrations and sowing the seeds of their own destruction.

Solihull unions stage token strike

Three teachers' unions joined forces this week to stage a half-day strike in protest over cuts to teachers' jobs being imposed by Conservative-controlled Solihull Council.

The half-day strike and rally went ahead on Wednesday in spite of the threat of compulsory redundancies from its teaching force.

The three unions involved in the action - the National Union of Teachers, the National Association of Schoolmasters/Union of Women Teachers and the traditionally moderate Assistant Masters and Mistresses Association - between them represent nearly 1,900 of the 2,000 teachers in the borough.

They warned that the effect of the cuts in teaching posts on the education service would be exactly the same even if they were being achieved by voluntary means.

Originally, the council had planned to issue compulsory redundancy notices to 17 deputy headteachers in its secondary schools, and its 15 oldest primary school teachers. It dropped the idea when enough volunteers for redundancy came forward.

The redundancy plan was put forward because of a council resolution which said that any increase in pay of beyond 6 per cent for its employees would have to be met by lost jobs.



Science curriculum review

Dr Dick West, reader in education at the University of Sussex is to head the major five-year review of the secondary science curriculum being carried out jointly by the Schools Council and the Association for Science Education. The aim is to develop science courses that can be taken by all pupils to give a proper grounding in science for all in their compulsory years of schooling.

Pupils turn bankers during lunch break

Pupils at one of Britain's largest comprehensive schools cashed cheques and paid in money for their schoolfellows when a high street bank opened a branch at the school last week.

The bank, in a converted classroom at the 2,200-pupil Banbury School, Oxfordshire, is for the exclusive use of schoolchildren and teachers and is staffed every lunch hour by 14 and 15-year-old pupils under the supervision of a bank official.

Teachers who have opened accounts and are having their salaries paid directly to the school bank will have their business handled only by permanent bank staff and not by pupils.

The Trustees Savings Bank, which has opened the branch, said that eventually it could handle all the financial transactions of the school.

Mr Anthony Mills, school deputy principal, said: "The development is a very exciting one. One advantage is the

educational one of introducing children to the real world of banks and cheque books. We can also put all our school trips' money in the bank instead of having a member of staff with the proverbial coffee tin."

Pupils would have current accounts only and would not be allowed overdrafts. As their accounts grew, they would be encouraged to open deposit accounts at other branches.

Two 15-year-old pupils, Lisa Gregory and Tracey Bradley, who were behind the tills at the official opening, described the job as "great fun". Neither has yet taken O levels. They say they have never told their friends that if their balance sheet is in the red at the end of the day, they would have to make up the deficit from their own pockets.

After the opening of the bank, Banbury will be introducing money management into its fourth and fifth-year life skills course for all pupils.

Middle classes rise and rise

Chances of going to university are becoming greater for the middle and less for the working class, says a book published this week.

The book, *Social Class Differences in Britain*, by Ivan Reid, throws up stark differences in education according to class. It uses university admissions statistics to show that, despite a growth of nearly 100,000 in the number of entrants to universities between 1976 and 1977, the percentage from social class rose from 30 to 36 per cent

while that from class 4 (all manual occupations) sank from 28 to 24 per cent. Public school pupils have also kept a virtual monopoly of top jobs, his figures show. They comprise 80 per cent of High Court and Appeal judges, 83 per cent of the directors of major insurance companies, 80 per cent of the directors of the clearing banks, 69 per cent of the directors of major industrial firms and 67 per cent of Conservative MPs.

New blacks' group

A draft constitution for a new national convention of black teachers, designed to bring all organizations representing black teachers under one umbrella group, will be debated at a conference called by the ad hoc committee set up on the convention. The conference will take place on Saturday June 20 at the Friends Meeting House, Euston Road, London.



A fire common sight as more schools go up in smoke: a caretaker clears debris in a burnt-out classroom.

Occult series draws dim view

by Bert Lodge

The Association of Christian Teachers has been assured by Anglia Television that its concern over programmes on the occult for children will be seriously taken into account.

The association had protested earlier this year at a schools programme which featured astrology, palmistry, tarot and personal fortune-telling. Recommendations for follow-up work included: children reading and writing, making up a good story and thinking up and writing down their own ideas for the following week.

Mr Chisham-Sellers, producer of the project, expressed general agreement with the ACT position and promised

that future transmissions would take account of feedback from the schools. Mr C. W. Newman-Sanders, Anglia education officer, has assured the ACT that its concern will be considered with the utmost care.

Writing in the summer number of the association's journal, *ACT Now*, Mr Richard Wilkins, general secretary, comments: "Whatever view is taken of the occult, it seems hard to defend broadcasting a programme of practical exercises to junior schools. If the producers think occult lore is moonshine, they are not helping children by encouraging them to take it seriously."

"If I think real supernatural forces are at work they should not encourage young children to dip their toes in a poisonous ocean."

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Mrs Bessie Gerrard, a retired civil servant of 40 years, experience, makes a point during the creative writing workshop.



Mrs Hope Malik, although well into her seventies, finds she has a taste for French.

The only poly course specially designed for the elderly

by Biddy Passmore

The hat was for the Derby, to which she was about to rush off. The attentive expression was for a class on creative writing. Mrs Bessie Gerrard, of Stamford Hill, London, is one of 54 students over retirement age who have been attending a special "Learning in Later Life" course every Wednesday at the North London Polytechnic - the only polytechnic course designed specially for the over 60s. Organized jointly by Mr Sidney Jones, the polytechnic's energetic director of teaching studies, and Help the Aged's education department, it covers modern language and literature, modern history, creative writing and current events. And it costs only £3 for ten weeks if you are over retirement age.

Some of the students already have some kind of degree or professional training. But for about half, the course represents the first opportunity they have had to study since they left school - in most cases, at the age of 14. Some, like Mrs Gerrard and her husband, are on the course for the first time.

Yes, you can teach your grandmother . . .

lonely and monotonous week.

All seem to agree that the course represents good value for money. They come to the Kentish Town site from as far afield as Wimbledon and Loughton, Essex, at the special cheap rates permitted by the hours of the course: 10.30 to 3.30. Their main concern, reports Joanna Borna at Help the Aged, is what will happen when it finishes.

The answer seems to be - another course in the autumn, probably including options on economics and other subjects taught in the polytechnic. More and more lecturers are apparently volunteering their services for a group of students who really want to learn.

Both Sidney Jones and Joanna Borna hope that other institutions will take up the idea and that students expect to see the course expand.

courses at their local college. "We want to help people remain actively involved in society and give them self-confidence," says Joanna Borna.

Self-confidence didn't seem to be lacking last week. In a session advising students how to get letters into newspapers, one participant was not slow to point out he'd already had a letter published in *The Sunday Times*. And another had been successful in *The Evening News*. Rather like teaching your grandmother . . .

But a lifetime's experience still hasn't equipped most people to do battle with a language lab. Tuning in to the teacher took some time and quite a few bleeps and whistles. Finally the magic moment came. "Un, dex", started the teacher briskly. "Trois?", ventured a student and then collapsed in a heap of head-slapping. "That was the week I've missed".



Mr Hyman Fox, a retired serviceman, is at 85 one of the oldest students on the course.

Walsall council rejects Mrs Thatcher's surcharge claim Sacking of school meals staff goes on

by Richard Garner

Labour councillors at Walsall have rejected a claim by Mrs Margaret Thatcher, the Prime Minister, that they could be surcharged over the decision to dismiss six of their school meals staff for refusing to join a trade union.

Mr Brian Powell, the leader of the council, said councillors had been given legal advice that their action would be considered "reasonable" in view of the closed shop agreement which had been previously negotiated with four of the unions representing manual workers.

It had been brought into effect before new legislation limiting closed shop agreements.

Mrs Thatcher personally intervened in the case last week in a letter to Mr Richard Shepherd, the Conservative MP for Aldridge-Brownhills, in which she suggested that if the six women concerned won a case for unfair dismissal at an industrial tribunal and were awarded compensation the council could be forced to pay the cost by the district auditor.

She added that the evidence from this case would be considered by ministers when they review trade union legislation at the end of the month after receiving comments on their green paper on trade union immunities.

They may put forward fresh plans for tightening up on closed shop agree-

ments. Mr Powell said: "We have had legal advice from our town clerk that there is no danger of us being surcharged, and that we were reasonable in embarking on our course."

Such advice would not be given off the top of his head because he would leave himself vulnerable if he were wrong.

Meanwhile, it was revealed this week that two of the six school meals staff have now agreed to join a union and their dismissal notices have therefore been rescinded.

One of the six women has already lost her job but the notice periods for the other three have not yet run out.

Local authorities outraged by latest cuts, says Jarvis

Ministers should save their crocodile tears and hypocritical speeches if they could not halt their demands for cuts, Mr Fred Jarvis, general secretary of the National Union of Teachers, said at the weekend.

Addressing the annual meeting of the Devon County Teachers' Association, Mr Jarvis said virtually the whole of local authority opinion was outraged by the Government's latest demands.

"And it is perfectly clear that feeling is running high regardless of political complexion," he said. "There have been statements from Conservatives which are just as bitter as those of Labour politicians, while non-political officers of local authority associations have been equally forthright in their condemnation."

Mr Jarvis was one of many education spokesmen to attack last week's threat by Mr Michael Heseltine, the Environment Secretary, to withhold up to £450m in Government grant from local authorities which failed to meet Government spending targets.

Mr Jack Springett, education officer of the Association of Metropolitan Authorities, said the demand made nonsense of schemes to protect the curriculum and would inevitably lead to teacher redundancies if councils obeyed the command.

Spokesmen for the Conservative-controlled counties of Cambridgeshire and Gloucestershire have estimated during the past week that cutting their spending to the level required by Mr Heseltine would mean sacking 1,000 and 400 teachers respectively.

The counties are pressing Mr Heseltine to adopt a different criterion for assessing overspending. Of the 39 county councils, all but two - Dorset and Northamptonshire - have budgeted to spend above his present target, which is a cut of 5.6 per cent on their level of spending in 1978-79. However, nearly half are spending at or below the amount the Government thinks they ought to spend to bring

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Clerical staff plan chaos

University clerical staff are thinking of disrupting university admissions procedure and causing chaos during degree ceremonies in anger at a "completely inadequate" 6 per cent pay offer.

The 22,000 staff, most of whom are members of the National and Local Government Officers' Association,

have rejected the offer outright, which was made in response to a claim for a 15 per cent rise, improved holidays and reduced hours.

The next negotiating meeting with the employers' body, the Central Council for Non-Teaching Staff, is on July 1.

New three Rs 'damaging free education'

Recession, Restrictions and Redundancies are the new three Rs in school, according to an article in the latest issue of *Labour Research*.

The quality of our free education system is being quietly but systematically undermined, it says. "Schools will have to cut at least £200m from their budget this financial year. One result could be to deprive the working class of one major tool to

challenge capitalist power: knowledge."

Referring to the "damning conclusions" of the inspectorate's report on the effect of the cuts and the recent survey of i.e.s. spending on books by the Educational Publishers' Council, the article says it is difficult to believe in the Government's commitment to improving the quality of education.

Poor response to contest caused by poor resources

A shortage of education resources has been blamed for the poor response from schools and industry in the south-east to a nationwide "Young Engineer for Britain" competition, partly organized by the Department of Industry.

The 13 regional finals of the competition have attracted about 200 entries, but Mr Bob Tiffin, senior lecturer at Brighton Polytechnic and regional co-ordinator for the South-East Forum, which is running the competition with the Department of Industry, said he felt that the number had been affected by a lack of resources in schools.

NUT tells Scarman inquiry of need to show pupils that all authority figures are not 'white and alien'

Union calls for more black staff in Brixton

by Richard Garner

More black teachers should be seconded to Brixton schools to help black youngsters identify with their schools, the National Union of Teachers says in evidence published today to the Scarman inquiry into last Easter's riots.

In addition, says the union, schools should keep up-to-date records of the ethnic origins of all their pupils and carefully monitor their academic progress so that extra remedial help can be given to individual schools whenever necessary.

The document recognizes that the Inner London Education Authority has a policy of positive discrimination towards black teachers enshrined in its appointments procedures.

However it adds: "Falling rolls and a declining or stable teaching force may limit recruitment opportunities for newly trained black teachers (as well as others); there may be a case for a special policy of appointing or seconding extra black teachers to Brixton and neighbouring schools so that young black pupils may identify more readily with 'authority' in the school system and not see all authority figures as white and alien."

The document concludes that the Government should introduce legislation in Parliament as soon as possible to allow local authorities to combat racial disadvantages. "There could be no more convincing demonstration that the Government and people of Britain do really care about the well-being of our ethnic minority citizens," it says.

It says that the ILEA should use the school records of pupils' ethnic origins to help them allocate staff to meet special remedial needs. According to the ILEA, schools would at present only have records of the number of pupils to whom English is a second language and those who were born abroad.

It urges the ILEA to improve the upkeep of its school buildings, adding: "There are some schools in Brixton which are run-down and decaying in old buildings, and consequently not popular with parents."

"It might help home-school relations in the Brixton area considerably if some thought was given to establishing new schools in the area, which from the outset would seek to serve the community's needs and aspirations."

"A disadvantaged area can have its aspirations and hopes lifted by the presence of an excellent school, and it is most depressing for the local school in a deprived area to become known as a 'sink' school for all the most deprived children with the lowest levels of achievement."

The NUT lists among its recommendations to the Scarman inquiry: ● Schools should be equipped to reach out to parents by the appointment of specially-trained staff members who will have time allocated to them to visit their homes. Staffing complements should be increased to allow this. ● There should be better liaison between social workers, probation officers, welfare agencies and schools.

On the role of the police in Brixton, the document says that many youngsters "have a very real sense of fear of the police, which leads to hostility and scape-goating for the black youngsters' rejection by white society".

It suggests more police visits to school to allow them to "be regarded as familiar figures about the school" and more out-of-school activities for youngsters to be run by the police.

It calls for special police training to tackle the problems of the area, adding: "Some young policemen have racially-prejudiced attitudes in common with other sectors of the community, stemming from ignorance of the life styles and cultural backgrounds of ethnic minority groups."

"Racism-awareness training is a necessity for the police force as a whole and particularly for officers who will be operating in multi-racial areas such as Brixton. They need to be given in their



What can this little boy and the future generations of Brixton schoolchildren look forward to? ... The NUT says "excellent schools" can lift aspirations

training some understanding of the sense of rejection felt by the young black community and the consequent tendency to delinquency. "They should also be helped to realize that the image they themselves project seems hostile and suspicious to young blacks and that they seem to represent the hostility of white society in general."

The inquiry opens next Monday and is expected to receive evidence from the Inner London Education Authority.

Complaint of 'too demanding' music syllabus is rejected

by Bart Lodge

The Joint Matriculation Board has rejected a complaint from the Incorporated Society of Musicians that its O level music syllabus is too demanding.

The complaint is backed by the Schools Council whose music committee examined the syllabus and pronounced it "overloaded". Last year nearly 5,000 candidates sat the exam and another 1,000 took the history and appreciation of music syllabus.

The matter was raised with the board last October by Mr Donald Biermann, director of music at Peterlee Howlitch comprehensive school, County Durham, when he represented the ISM at a preparatory subcommittee meeting of the board. He was told he was out of order and any complaint should be submitted in writing.

Subsequently, the society wrote to the board and received a reply last week. Signed by Miss Hilda Rook, secretary to the music committee, it rejects the criticisms of Mr Biermann, saying that the committee is largely composed of practising teachers.

"The committee does not accept the contention that the demands of the JMB syllabus are more stringent than those of other subjects. This opinion was supported by the statistics produced annually by the research unit in which comparisons are made between the results of candidates in other subjects offered."

"Grades in music have been shown over the years to be comparable with the grades achieved by the same candidates in the other subjects which they offer."

Miss Rook says that some candidates even appear to do 'better' in JMB exams.

"A comparison of candidates achieving grade C in music was a little higher at 66 per cent than the national average of 63 per cent."

Mr David Renouf, head of music at Trent Polytechnic and chairman of the Schools Council committee, said they came to the conclusion in March that the syllabus was overloaded. "Not that I am without sympathy for the joint board - they obviously want pupils to study a wide range of music. But people do complain of the expense."

Mr Biermann estimates that the cost of buying books, music and records for the course comes to about £30 per candidate. "They are required to study in detail six set works. For 1983 these are Beethoven's piano sonata, Mendelssohn's Fingal's Cave overture, Faure's Requiem and Malcolm Arnold's four Scottish dances. And that's only a limited part of the syllabus. At one time only three set works were prescribed."

"The syllabus also states that in addition to the set works candidates should be fully acquainted with important pieces written in the same periods. This means they must know all relevant instrumental and vocal works written between 1550 and 1980 - surely an impossible feat."

Mr Philip Obousier, secretary of the ISM, said the proposed revision of the ISM, said "most other boards considered one set work as enough. 'The ISM syllabus is for the talented child. The society has been approached by teachers to do something about the joint board. Its syllabus is very much out of line with what happens in the average mixed ability comprehensive class. One hopes that the new common exam at 16 plus will be the saviour of music in the secondary school."

No hope of 'sandwich jobs' for 4,000

More than 4,000 of the 15,000 students on sandwich courses seeking work placements this summer will be unable to find them according to the Polytechnics' Committee on sandwich education.

And figures compiled by the National Union of Students suggest that many sandwich students have been forced to take work which has no relevance to their education, such as manual labour, driving or extended holiday jobs. "All too often students are simply taking four years to obtain a three-year degree - having to occupy themselves in the spare 12 months," NUS vice-president Mr Andy Peerman claimed this week.

NUS believes there are four main reasons for the shortage of placements: the general recession, cuts in central and local government spending, "the labour" provided by young people on Manpower Services Commission schemes, and the general lack of co-ordination of sandwich education and its links with training facilities.

NUS leaders met Dr Richard Boyson, minister responsible for higher education, this week to demand urgent government action. The students want the Manpower Services Commission brought in to pay employers' costs and wages for placement students.

Southampton cuts theology

The theology department at Southampton University is to close, as part of a package of measures to help the university cope with the cuts.

Courses in Russian - also under threat of closure - will continue to be offered until the solitary Russian lecturer leaves. The subject's future will then be considered again.

These are two of 50 recommendations finally approved by the university council last week.

How can schools help rural development? Neil Munro reports from Stornoway

Learning and country life

"What's this conference all about, then?" the friendly but puzzled barman asked in Stornoway, Western Isles, last week.

"Well, it's about education and rural development," I replied in what amounted to a conversation-stopper. But he remained friendly, if puzzled.

It was, in fact, the last in a series of international conferences organized by the Organization for Economic Co-operation and Development on the theme of how, or indeed whether, schools and the non-formal sector can help rural communities to develop.

Given the theme, it was extraordinary how few were the references to rural examinations - perhaps the educationists were present.

So far as secondary schools are concerned, examinations have a direct bearing on the inability of the education system to respond to the needs of their communities either formally through the curriculum or informally via the life of the school.

In the first place, the exam system imposes restrictions of time. Secondly, it tends to radical innovation because teachers tend to respond to demands of the centre rather than the locality. Thirdly, exams dictate the status of a school's activities. Finally, as the recent report on social education in Scottish schools made clear, programmes designed to broaden pupils' vistas beyond school are frequently seen by the pupils as a confidence trick aimed at keeping them happy while the school gets on with educating and examining the academic pupils.

While the public hands over its most precious asset, its children, to the schools to be in loco parentis for 12 years, even to the point of taking over discipline, it seems incapable of trusting schools with the more business of examining pupils. Very strange.



Down on the farm. A starting point is getting the school's sympathy.

Mr Douglas McArthur, the Education Minister for Saskatchewan in Canada, brought almost all the issues together. He said: "Development is a much more complex growth. Development involves a process whereby people, then institutions, and their collective lives become less dependent upon outside forces, more humane, and richer in qualitative as well as quantitative terms."

"The problem is to link formal schooling and formal education to this kind of comprehensive notion of development."

A starting point is the understanding and sympathy that the school has for the community itself. One of the great disasters of modern education is that it has become such a sterile and standardized product. The practical result has been that what is taught in schools is purged of any content that

deals sympathetically with the culture and lifestyle that the student draws from his or her own home and community life.

"The answer lies in curriculum reform, which often involves a redefinition of education. One measure, introducing community-related vocational education, is still not widely accepted. This is a specific matter that we in Saskatchewan have been addressing as part of our renewal attempts to link education to local rural needs. The opposition, particularly from teachers, has been quite remarkable."

"Their concerns appear to be two fold. The first is the belief that a good education must be geared to post-secondary entrance. The second is that teacher knowledge and teacher resources are not adequate to do the job."

Professor John Nisbet, of the education department at Aberdeen Uni-

versity, said "The problems of rural development will not be solved by reorganizing schools. That would be like putting a coat of paint over rust."

The choice of the Western Isles as the conference venue allowed the 70 delegates to look at issues raised by Mr McArthur. With a renewed emphasis on the Gaelic language and culture and on new forms of local economic development such as community co-operatives, the area has become something of a social science laboratory.

Ironically, the efforts of the Highland Board-backed community co-operatives in at least one part of the area to interest the local secondary school in their work have been unsuccessful.

What the school saw as relevant and the cooperative saw as relevant were poles apart (back to examinations again, perhaps). That dichotomy was at the heart of this conference and it was by no means resolved.

Higher fees pander to NF, says union

The increased fees charged to foreign students in higher education stem from policies which are "pandering to the outlook of the National Front," a union leader claimed this week.

Mr Peter Morgan, the new president of the National Association of Schoolmasters/Union of Women Teachers, warns them a Bill will be introduced into the next session of Parliament to bring about the necessary changes and linking the two by amending the Remuneration of Teachers Act.

He urges them to take advantage of the impending changes and lobby MPs for the Act to be completely repealed, paving the way for a non-statutory pay bargaining body to be set up - removing the Secretary of State's powers of veto over any pay deal.

Mr Nigel de Gruchy, assistant secretary of the NAS/UWT, said: "Our suggestion is in line with existing TUC policy - which is against statutory wage policies and statutory pay bargaining machinery."

In a background briefing for NAS/UWT members, the union warns that if the Burnham committee, which

Revolt against plan to link pay and conditions

Opposition was growing this week among teachers' organizations to Government plans to link their pay negotiations with conditions of service.

In a circular to executive members, Mr Terry Casey, general secretary of the National Association of Schoolmasters/Union of Women Teachers, warns them a Bill will be introduced into the next session of Parliament to bring about the necessary changes and linking the two by amending the Remuneration of Teachers Act.

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Mr Nigel de Gruchy, assistant secretary of the NAS/UWT, said: "Our suggestion is in line with existing TUC policy - which is against statutory wage policies and statutory pay bargaining machinery."

In a background briefing for NAS/UWT members, the union warns that if the Burnham committee, which

negotiates teachers' pay, were merely to incorporate conditions of service under its wing, it would give the Education Secretary power to determine conditions of service unilaterally.

"Refusal to supervise school meals could then not only become a breach of contract but an infringement of the law," it adds.

The National Association of Head Teachers has rejected Mr Mark Carleton's plan to link the two, arguing that the Education Secretary should not have any "long-stop" powers over the new body.

The National Union of Teachers is waiting to see the composition of the new body - having passed a resolution at its conference which would allow the union to boycott it if it lost its overall majority on the teachers' side or use its overall majority to veto any plans for any unacceptable conditions of service if it retained it.

Mr Carleton does not intend to introduce legislation into Parliament during the current session - but said he would take account of the different views expressed to him.

Home courses for women engineers

Women engineers who have left their jobs to start a family can apply for £300 to study new courses so that they can return to work.

Up to 50 bursaries are being offered by the Manpower Services Commission for "non-working women technologists" to up-date their skills by learning at home through the Open University.

An OU spokesman said: "Britain has fewer women engineers than any of its industrial competitors, a position which will get worse unless more qualified women return to work after starting a family."

"The £23,000 project will allow women to study a number of OU technology courses. Students will also get a comprehensive advisory and counselling service, a preparatory weekend at Loughborough University in December, a summer school for intensive laboratory and tutorial work, as well as career and vocational guidance."

The women we hope to attract will already have an engineering qualification, some work experience and probably intend to return to work in two or three years' time."

Warning on rote study

Primary school teachers must resist the requests of articulate parents for a return to traditional learning methods, a new pressure group on comprehensive education was told last week.

Mr Henry Pluckrose, head of Prior Weston primary school in London told the first conference of RICE (The Right To A Comprehensive Education): "A trickle of parents have begun to request in the sweetest possible way that there be a return to a curriculum in which rote learning is elevated above all else. Their explanation, as they make this request on the part of nine-year-old Tobias or seven-year-old Alison, is that it is essential for them as parents to 'keep their options open.'"

"In effect this means that the doors of the private school beckon and that at 10 or 11 years of age children from economically secure homes will melt discreetly into the private sector. While the private sector exists, able and willing to draw off children, able to determine the entry requirements of its own narrow intake, teachers in primary and secondary schools will continue to find it difficult to develop a balanced curriculum."

RICE which is chaired by Mr Roger Seckington, head of Earl Shilton community college, Leicestershire, comprises teachers, councillors, and parents, as well as other pro-comprehensive pressure groups.

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The Times Educational Supplement

Leeds reverses decision after objections to building

Parish council plans rival survey over which school to close

by Bert Lodge

A Labour-controlled city council which twice changed its mind over whether to close the church or the county school because of falling rolls in a two-school village faces a rival referendum to the one it is conducting.

The parish council of Barwick-in-Elmet, six miles from Leeds, resolved last week to conduct its own canvass of village feeling after a public meeting in the village hall voted in favour.

Speakers accused the city council's questionnaire of being loaded and of being confined only to parents of young children. The parish council intends to give the entire parish register, just over 1,900, a right to vote.

Leeds is also criticized for distributing voting papers through the schools. "To stick a note in the hand of a five-year-old and hope it gets home is no way," said Mr Raymond Ives, a member of the parish council.

The two schools at present operating are a Church of England junior and a county infants'. The junior school is the original nineteenth-century building plus an extension built in 1967. The infants' was purpose-built in 1971. It is open-plan. Their combined rolls are now fewer than 200.

When closure of one school became inevitable, a public meeting attended by more than 250 people was held in July last year and chaired by Mr James Martin, then chairman of Leeds education committee. Summing up he said, "I've got the message loud and clear. You want the amalgamated school to be a church school in the existing church building."

Leeds city council agreed and legal notices were posted in January this year. A head of the proposed new school was appointed to take up his duties on April 27.

But just under two months ago, on April 10, Leeds education committee shocked the village by reversing its earlier decision. The merged school would be a county primary school in the existing infants' building.

The committee explained that after legal notices invited objections, 12 parents had objected to their children receiving a church school education. But when Mr Leslie Carter, an opposition councillor, asked to see the objections, he discovered the objections were not to church education but merely to the building. The writers thought the new school should be located in the infants'.

Speculation is still rife on what happened. Mr Carter thinks it likely that the move to reverse the earlier decision was taken at a caucus meeting of Labour education councillors from which both the committee chairman, Mr Mann, and Mr Alec Beevers, his deputy, were absent. Mr Mann has since died and it is thought significant that his replacement, Mr Bernard Atha, has no education committee experience but is an experienced councillor. "He's been brought in to control the young hothouse," a Barwick parish councillor said last week.

In any case, once it was apparent that the objection letters had been misrepresented, the minute was amended and a resolution to sound out

local opinion was adopted on April 29. The wording of the questions has aroused further suspicion in a community now distrustful of the ruling powers in Leeds civic hall. For the wording assumes that whether majority opinion is for a church school or a county school, it will be in the infants' county school premises.

On which building will house the new school, the village is more divided than on the character of the school. At a recent meeting in the village hall only one vote out of about 130 was against having a church school. But quite a number of parents favour the newer modern infants' building. In fact, an earlier ballot among parents of children at the school went slightly in favour of the infants' building.

Strongest objections to it come from parents disenchanted with the open-plan philosophy.

Nobody doubts that a church school will get the vote in both referenda. But champions also of the church school building - and there has been one in Barwick since 1735 - will have a tougher battle.

"The local authority view is that we must maintain a county building," Mr Geoffrey Driver, chairman of schools sub-committee, said this week. Weight to this can easily be added by advisers, teachers, education officials whose expert opinion that it is the more suitable is more difficult to refute.

Yet if the church school building is not retained, the diocese of Ripon has said it will have to be sold to the highest bidder.

People

Dr John Ashworth, who is under secretary at the Cabinet Office, is to become vice-chancellor of the University of Salford in September. The previous vice-chancellor, Professor John Horlock, left the university last December to become vice-chancellor of the Open University.



Dr John Ashworth

Mr David Holbrook has been appointed fellow and director of English Studies at Downing College, Cambridge. Mr Holbrook has written a number of books on education, the most recent being *English for Meaning*, in addition to school anthologies, seven volumes of poetry, three novels and ten books on the psychology of culture.



Mr David Holbrook

Professor Edward Marsland, who is vice-principal of the University of Birmingham, has been appointed vice-chancellor and principal for next year pending the naming of a permanent successor to the present vice-chancellor, Lord Hunter of Newington.

Miss Joan Burroughs is to be headmistress of the new ILEA county secondary school for girls in Fulham, to be formed this summer by the amalgamation of Fulham Gilliat and Mary Boon schools.

Mr David Skipper, who is headmaster of Ellesmere College, has been appointed headmaster of Merchant Taylors' School, Northwood, London, in succession to Mr Francis Davey.

Mr Francis Hodgkinson is to be the new headmaster of Accrington St John's CE Primary School, Hyndburn, Lancashire, in succession to Miss Edna Riley, who is retiring.

Mr John Cooper, former deputy director of education in the London Borough of Hounslow, has been appointed director in succession to Mr Alan Groves, who has become town clerk of Ealing.

Mr Henderson O'Connor Clarke is to become Cambridgeshire's county inspector for multicultural education in September. Mr Clarke, who was born in the West Indies and educated in Barbados and at the University of Durham, is at present director of the Lambeth Whole School Project in London.

John Worsley is the new editor for *Remedial Education*. His research interests concern underachieving children, particularly those of Afro-Caribbean origin, and he has recently contributed a chapter for *Teaching in the Multicultural School* (Ward Lock Educational).

Mrs Diana Gamble and Mrs Marjorie Howells have been appointed by Dr Barnardo's to speak in universities and colleges on the role of the voluntary organization within the welfare state and the work of Barnardo's.

Mr Leonard Street, principal of East Herts College, Broxbourne, is this year's president of the Association of Principals of Colleges, whose membership is exclusive to principals of colleges of further and higher education.

Mrs Joan Townsend, at present head of mathematics at the School of St Helen and St Katharine, Abingdon, is to become headmistress of Oxford High School in September.

Mr John MacG. K. Kendall-Carpenter, headmaster of Wellington School, Somerset, is to be chairman of the Boarding Schools Association until May 1983, in succession to Miss M. P. Evans, headmistress of Midhurst Grammar School.

Professor Bernard Jennings, professor of adult education at Hull University, is the new president of the Workers' Educational Association in succession to Mr B. D. (Bill) Hughes, who is stepping down after ten years.

Mr Robert Clayton, technical director of the General Electric Company, and Dr Michael Pegg, librarian of the



Mrs Margaret Goulding

university library at Manchester, have been appointed part-time members of the British Library Board for a three-year period until March 31, 1984.

Mr Peter Law has been appointed teacher of Holman Hunt Primary School in Fulham, London.

Mr Stephen Bacon, who is director of the ICL Computer Education & Schools Project, is to take up the new post of adviser for computer education in Derbyshire. He will be succeeded by the ICL post by Mr Colin Monson.

Mrs Margaret Goulding is the new head teacher of Heathlands School for autistic children in Wimbledon, London. Mrs Goulding, who has been head of an autistic unit at a school in Pretoria, South Africa, taught at one of the former LCC primary schools and at a number of special schools outside London before leaving for Africa in 1964.

Mrs Audrey Butler, at present resident housemistress of the new Girls' House at Lancing College, is to become headmistress of Queenswood, the independent boarding school for girls in September.

M. Francois Wells, consultant psychologist with the French Institute, has been chosen as the new president of the British Association for Language Teaching in succession to Mr Herbert Hayes.

Mr Hugh Parrott, deputy principal of Dr Barnardo's School, New Mount, Barking, is to become headmaster of Chislehurst Crag School, Chislehurst, Kent, in September. He succeeds Mr Harry Browning, who is retiring after 19 years as headmaster of this non-maintained school for physically handicapped children.

Mr Mildred Utting has been appointed head teacher of Robert Browning Junior Mixed and Infant School, Southwark, London.

Mr David Pettit, director of music and organist at Clifton College, Bristol, is to become assistant director of studies at Trinity College of Music in London in September.

School to work

Local control will solve the industrial training crisis, say the capital's new leaders. Some of Britain's biggest manufacturers are saying the same thing - or are they?

London mobilizes to provide more jobs and better training

The biggest attempt so far to mobilize the education service to combat unemployment began this week. London's new manpower board will seek to coordinate and expand the whole of the capital's training, vocational education, careers work and manpower planning.

The plan, set out in the manifesto on which Labour won the GLC election, involves getting 20 education authorities - including the country's largest - to work closely with each other, with industry, and with national agencies to coordinate education and training. The aim is not only to mobilize their resources to provide more and better training, but to ensure that it fits in with plans to create more jobs in the capital.

The council's new employment and industry committee, which met for the first time yesterday, is planning to set up two bodies - the Greater London Manpower Board and a Greater London Enterprise Board. The enterprise board will be responsible for an overall industrial strategy under which rate money and pension funds will be channelled both to private firms and to public and cooperative enterprises and it will provide help in marketing and exporting.

The manpower board, which will have representatives of the regional trade unions, employers and the education authorities, as well as GLC councillors, is intended to take over the role of the Manpower Services Commission in planning for the London area, but Michael Ward, the employment and industry committee's chairman, says that there is no thought of supplanting the commission.

"We want to work together with the commission, building on the work it has already done, and to coordinate its activities with those of the education service, industry and the voluntary agencies."

The board will, however, do more than coordinate

existing provision. It intends to set up new forms of training for youngsters and for older workers, including work experience and day education centres for the unemployed.

In particular, says Mr Ward, the board will provide skills training for youngsters who do not get apprenticeships. Both the manpower board and its sister board will probably operate eventually as "armslength" bodies - separate companies with their own professional staff accountable to the employment and industry committee so that they can operate independently of the GLC's cumbersome bureaucracy.

But the GLC's director general has suggested that an embryo board should be set up straightaway as a committee so that it can get on with the preliminary task of establishing what is already being done in education and training and what is needed. The next step is likely to be the recruitment of an experienced manpower and training expert to head the board's staff.

The senior officials of the Manpower Services Commission, who are becoming increasingly convinced of the need for education and training to be closely coordinated at local level, are likely to cooperate in the plan - provided the GLC goes on recognizing the commission's statutory responsibility for manpower planning, training and employment services.

But the GLC faces a more difficult task in winning the cooperation of the education authorities. While the Inner London Education Authority is under the control of Labour GLC members, many of the 19 outer boroughs - each responsible for its own schools and college, careers department and youth service - are either controlled by Tory councils or by Labour administrations who do not necessarily share the views of the new GLC leaders.



Mr Monty Finniston - former chairman of British Steel

Ex-steel chief to forge links

Mr Monty Finniston, the former steel chief who headed the Government committee of inquiry into the education and regulation of Britain's engineers, is now to become involved in building links between industry and schools.

The forum - which runs in-service courses for teachers - is helping to develop "microprocessor" technology and publishes both an industry resources directory for schools and a "glossary" to help businessmen understand educational terms - was given a £10,000 grant for expansion by the Department of Industry.

Key employers call for local training forums

Detailed proposals for local control of manpower and training throughout Britain have been drawn up by employers in those of Britain's key industries. They want to end all statutory obligations on firms to provide training, and the Government to pay for the initial training of young workers.

The proposals have been prepared by a joint working party of the Electrical and Electronic Manufacturers Training and Education Board, the Society of Motor Manufacturers and Traders, and the Society of British Aerospace Companies, all employers' organizations. The board, unlike the statutory training boards, does not include the unions or the education service. And the version of local control they are proposing is very different from the Greater London plan.

The working party is calling for the setting up of local and regional forums to identify what skilled workers are needed; to encourage companies to train to the right standards; to build links between industry and the education service and other local authority activities related to employment; and to distribute money provided by the Government.

The local forums should be based on Jobcentres or district manpower offices, whose staff would become involved with the provision of education and training. They would be supplemented by staff from the present statutory training boards, which the working party say should disappear. A further tier of regional forums would cover areas smaller than the present standard industrial regions.

The discussion paper setting out the proposals refers to the forums providing "an opportunity for constructive

Bid to rescue engineering apprenticeship

The Government is considering a major intervention to rescue engineering apprenticeships. New figures from the industry's training board show that recruitment has fallen precipitately to a crisis level.

The engineering sector has always faced skill shortages in boom years because it cuts back on apprentice intake whenever the economy slows down. But the fall in the recruitment of craft and technician apprenticeships this year is on an altogether different scale. Firms are taking on scarcely two thirds of last year's number - about 12,000 in all. The board, which has a target of 20,000, says that this means that by 1983 there will be a severe shortage of technicians and of craftsmen in some parts of the country. It warns that industry is likely to be wrong in counting on being able to get back the skilled men it is making redundant. Even if industry recovers over the next three years only to 1979 levels, there will still be a substantial shortage of skilled workers.

Instead of topping up employers' recruitment as it has done in the past few years - it paid for nearly 3,000 youngsters last year - the board is concentrating on keeping apprentices who have been made redundant in training. It has so far spent £1.5m, two thirds of it given by the Manpower Services Commission, on arrangements for nearly 2,000 redundant youngsters to continue their training either with new employers or on the ITB's own payroll at training centres.

The board says that it is tragic that recruitment should be reduced in the year when the industry has the pick of the largest number of well qualified school-leavers ever, and is calling on the Government to provide grants so that the board can recruit at least some to offset the drop in employers' intakes.

The dilemma for the Government is that this would mean abandoning the policy, begun by the last government, of weaning industry away from its reliance on public money for a big part of its training cost. Until now ministers and Manpower Services Commission officials have been gambling on letting apprenticeship numbers fall in the hope that it would be replaced by modernized forms of training in time to avoid any catastrophic skills shortages; but that is clearly not going to happen, and the commission has already agreed to fund 2,000 places in the coming year. To fund all 9,000 new apprenticeships needed to maintain the industry's target would cost the Government about £24m a year - not much more in net terms than providing the more expensive kinds of YOP places.

Ironically, the training board has just published a report on engineering craft training which describes how its modular course is now being used by other industries in Britain and in some fifty countries abroad.



This engineering apprentice is one of the lucky ones... firms have trimmed their annual intake by a third.

Balance on public money for a big part of its training cost. Until now ministers and Manpower Services Commission officials have been gambling on letting apprenticeship numbers fall in the hope that it would be replaced by modernized forms of training in time to avoid any catastrophic skills shortages; but that is clearly not going to happen, and the commission has already agreed to fund 2,000 places in the coming year. To fund all 9,000 new apprenticeships needed to maintain the industry's target would cost the Government about £24m a year - not much more in net terms than providing the more expensive kinds of YOP places.

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Crash courses on micro-computer

Crash courses in computer programming for teachers and pupils are to be offered by the University of Manchester Institute of Science and Technology this summer. The one-week courses include 18 seminar and lecture periods and 14 hours on the PET Commodore micro-computer and cost £85 including full board. Details from Professor B. Richards, Department of Computation, UMIST Manchester, M60 1QD.

Union queries costs of new regulations

A teachers' union is conducting an investigation to determine the cost of Government legislation to local education authorities.

The investigation, by the National Association of Schoolmasters/Union of Women Teachers, will have two main aims:

- to find out the cost of new regulations requiring schools and local authorities to provide information for parents and
- to determine how many youngsters left school at Easter instead of staying on to take examinations because they could not qualify for unemployment benefit until September.

Mr Fred Smithies, deputy general secretary of the NAS/UNT, said: "The teachers know that they are denied essential resources, they are working under widespread threat of redundancies and their 1981 pay settlement is shown by the Government's own tax and prices index to amount to an 8 per cent pay reduction."

"Against this disastrous background, the Government proposes to force schools to spend more money on information for parents and encourage young people to leave school for immediate unemployment by denying supplementary benefit to pupils who show enough responsibility to stay at school to complete CSE and GCE examinations?"

Cane ban protest

Parents at a Newcastle school have protested over the local education authority's decision to phase out corporal punishment in all its schools within the next 12 months.

The decision, last week by Newcastle-upon-Tyne's education committee, will be reported to July's city council meeting. Parents at one school, Walker school, say they are "outraged" that their unanimous view that it should be retained has been ignored.

School to Work is edited by Mark Jackson.

West Germany/Wellington Long

Half a victory for badge protester

BONN: A 19-year-old Bavarian girl has won half a victory, but no more than that, in her struggle against a school director who expelled her last year for wearing a political campaign button to classes.

The Regensburg School director expelled Christine Schanderl for violating the general school regulations, issued by the state cultural affairs ministry, which prohibits "political canvassing" by word, print, picture or emblem.

The girl had come to school wearing a political button bearing the words "stop Strauss", a slogan used all over the republic during last year's federal election campaign when Franz Josef Strauss, the conservative minister-president of Bavaria, attempted unsuccessfully to oust the social democratic-liberal coalition that has governed West Germany for 12 years.

Supported by 40 social democratic and liberal members of the Bavarian state assembly, Christine Schanderl took the case to the constitutional court.

This body declared the regulation under which the pupil was expelled to be unconstitutional because it was not based in any law approved by the state parliament.

But the court went on to say that it would nevertheless leave the regulations in effect until the end of 1982, to give the state assembly time to pass appropriate legislation.

The state ministry for cultural affairs promptly submitted a Bill embodying the precise words of the regulation which was said to have been violated, and Herr Strauss's Christian Social Union has the will and also more than enough votes to steamroll the measure through the assembly.

United States/Clive Cookson

Pupils will use space shuttle

WASHINGTON: The successful maiden flight of the Space Shuttle in April brought a brief thrill to millions of American schoolchildren, but for a select few it had a much more personal significance. For, within a couple of years, NASA's new re-usable space vehicle will be carrying their own experiments into orbit.

NASA sees the shuttle as an excellent means of stimulating the study of science and technology in schools. The space agency is therefore running an annual competition, in collaboration with the National Science Teachers' Association, to select high school experiments to fly into orbit aboard the shuttle.

The first 10 winners in the space shuttle student involvement project (to use NASA's rather unglamorous name for the competition) have just been chosen, and most of them can expect their experiments to be carried on one of next year's shuttle flights. (It is possible, though unlikely, that one might be squeezed into the second test flight, scheduled for this September.)

Glen Wilson, NASA's academic affairs director, says the Agency hopes to select 20 winners a year from 1982.

These school experiments will ride in a privileged position, in the mid-deck section of the orbiter where the crew will have access to them. As much as an hour of an astronaut's time during the flight may be allocated to work on the project, NASA says.

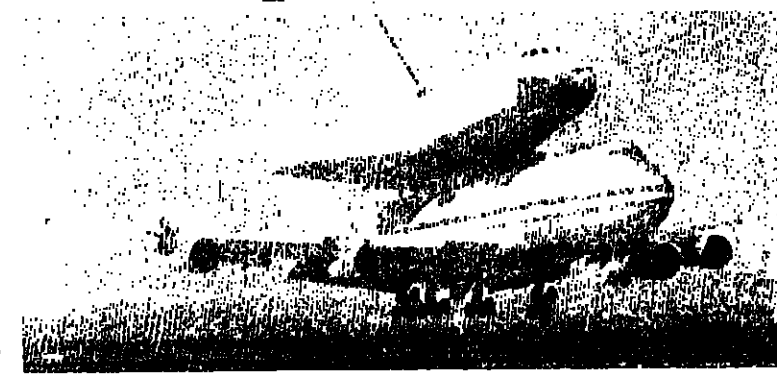
However, winners of the competition are not the only students who will get a chance to experiment with the weightlessness of space. Quite separately, NASA is selling dustbin-sized canisters to go into the shuttle's cargo bay when space is available. Three hundred of these "getaway specials" have been sold so far, 81 for educational purposes.

Although most of the 81 were bought by or for colleges and universities, several will be used by high schools. The majority of the institutions did not have to spend their own money but were given the packages as gifts by wealthy alumni or industrial sponsors. Getaway specials cost between \$3,000 and \$10,000, depending on weight and dimensions.

The most impressive secondary project with a getaway special involves two inner-city schools, Camden High and Woodrow Wilson High, in Camden, New Jersey. They have built a whole science curriculum around their project, which is to establish a colony of ants and monitor its activities with a variety of automatic instruments during a seven-day space flight.

With its mass participation, the Camden project is very different from NASA's space shuttle student involvement project, whose winners are all individual pupils. The Agency runs its competition specifically for individuals rather than school groups, and each entrant has to certify that the proposal was his or her own idea, mentioning any help obtained from the teacher or others.

NASA will try to find an industrial firm to sponsor each of its winners. The sponsor will assign a company scientist to work with the pupil and provide funds to develop equipment for the experiment. Or, in some cases where



Carrying "getaway specials"

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Australia/Bill Purvis

Call for a core curriculum

SYDNEY: The Australian Senate's standing committee on education has been unable to respond to many problems confronting it over the past five years.

In a report to the Senate tabled last week the committee chairman, Senator Gordon Davidson of South Australia, said the recommendations on 16 major issues would have to be acted on to address what he called "the tragic loss to society of early school-leavers".

Among the committee's recommendations is the adoption of a national curriculum with emphasis on literacy and numeracy.

The committee also recommended greater school involvement in the life of its pupils, with headmasters in particular taking a greater interest in pupils and their home background.

It says more effective remedial programmes should be undertaken in the first two years of primary education, and class sizes should be significantly smaller than at present.

Senator Davidson said much greater attention should also be paid to weeding out unsatisfactory teachers. Any such teachers who refused to take part in special in-service training to bring them up to standard should be required to retire early or seek alternative employment, he said.

Academics join in protests

SYDNEY: Senior academics have joined in protests against proposed cuts in education spending.

The chancellors of all six universities in New South Wales have sent messages to the Prime Minister, Mr Malcolm Fraser, and the federal Minister for Education, Mr Wal Fife, condemning the re-introduction of tuition fees for post-graduate students in a month or more of protest since the cuts were announced.

The one bright note in a month or more of protest since the cuts were announced has been a statement by Mr Fife. The Minister, perhaps alarmed by the violence of the student and public protests, announced that tuition fees would definitely not be brought in for first-degree students.

All tuition fees for tertiary students were abolished by the Labour Government led by Mr Gough Whitlam in 1973.

Meanwhile the Australian Council of State School Organisations called the Government's acceptance of the proposals for cuts "wanton destruction of national educational institutions".

Austria/Karl Heinz Gruber

Secondaries could revert to selection on ability

VIENNA: Austria is facing the sobering prospect of becoming the first and so far the only European country to abandon comprehensive schools and to revert to the traditional pattern of selective secondary education.

The reason for this, when a socialist government with a safe majority is in power, lies in the veto that the opposition conservative People's Party has in the Austrian constitution, school reforms must be passed by a parliamentary two-thirds majority.

The People's Party, frustrated by 11 years of exclusion from power and seeing an international surge of neo-conservatism, has made opposition to comprehensive schools into one of its central policy issues.

Although the introduction of comprehensive schools for pupils between 10 and 14 years was part of the vigorous social reform movement of the decade which followed the breaking-up of the Hapsburg Empire at the end of World War I (both Wittgenstein and Sir Karl Popper supported the Viennese School Reform) and has been included in all Socialist Party programmes ever since, and although a number of "experimental comprehensive schools" were established during the short-lived educational renaissance of the late 1960s and early 1970s, Austria has never had a powerful pro-comprehensive lobby.

The People's Party, the Catholic Church, the predominantly conservative teachers' associations and the educated middle-classes categorically reject the comprehensive ideal which, in their eyes, is a betrayal of the traditional half-hearted support from the socialists.

What little reform enthusiasm there was evaporated with the dilution of the ideal of comprehensive education in the centrally controlled experimental programme. With one single exception all of the 100-odd so-called "comprehensive schools" are renamed secondary modern schools, "coexisting" with the grammar school-type *Gymnasien*.

The only innovative feature of these pseudo-comprehensives is ability streaming in mathematics, German and English.

The academic achievements of comprehensive pupils have been good but have not influenced public opinion. The very limited scope of the Socialist Education Minister to move in this area became apparent recently when he outlined a possible political "compromise".

There will be no more comprehensive schools, but there will be a "new" secondary modern school modelled after the experimental comprehensive schools. This means that setting in maths, German, and English will replace the present system of streaming on two ability levels in the *Hauptschule*. Selection for the *Gymnasien* will continue to take place at the age of 10.

The Minister demanded complete loyalty for the (centrally laid down) curricula of both the *Gymnasien* and the reformed *Hauptschulen* in order to secure equal chances in upper-secondary education for leavers of both types of school.

To this the opposition's spokesman reacted by replying that the preservation of the "humanistic heritage" required the retaining of Latin from the age of 12 in the *Gymnasien* under all circumstances.

Considering the low priority school reform has in the present Austrian political climate which is dominated by worries about employment and energy, it is unlikely that the ruling Socialists will fight for "true" comprehensive schools.

Under the present constitutional arrangement, and with the given distribution of parliamentary power, it is unlikely that the socialist government will implement the educational policies of a conservative opposition.

Poland/a special correspondent.

Poland puts Christianity back into history

WARSAW: Last month the Polish Ministry of Education and Upbringing signed an agreement with Solidarity's national coordinating commission of educational workers on the teaching of history in primary and secondary schools.

History teaching has been a burning issue of public and press debate since the signing of the Gdansk accords last August.

It had been raised even prior to the outbreak of unrest last summer, in a report of the unofficial "Experience and Future" working party and the "Open letter to teachers" of the underground Flying University. The agreed changes closely reflect many of the proposals of those documents.

Changes to be introduced in the new academic year include the redrafting of syllabuses to give a more "objective" view of historical events, taking into account the Christian tradition in European history and the role of ancient civilisations.

Contemporary history will be more fully dealt with and the cut-off date advanced to 1970 (at present it is 1952).

Polish national heroes are to be given more prominence and divergent interpretations of historical events are to be presented. The official guidelines on the interpretation of history are to be dropped completely. Finally, teachers will be given more freedom to choose their own methods of presenting history.

This last clause is simply a recognition of the status quo. At a national conference of the Polish Historical Association in Zakopane last April, many teachers openly admitted that the official textbooks were useless and that they never bothered to open them.

Solidarity activists with a special interest in educational and cultural matters report that they first learned of the matter, quite by chance only six weeks ago.



FIFTIES FIGHTER: University protests began with apartheid - and continue. South Africa/John Kane Berman

Campus tensions growing

JOHANNESBURG: The past few months have seen increasing polarization on South Africa's largest English-language campus, the University of the Witwatersrand, Johannesburg.

Tension between left- and right-wing students reached a crescendo at the end of last month when there were repeated scuffles during demonstrations against the Government's Republic Day celebrations, which the university is boycotting in protest against apartheid. The South African flag was torn down and burnt by militant students.

Earlier this year, radical students shouted down the Minister of Co-operation and Development, Dr Pieter Koorhof, when he tried to address a meeting called by a white right-wing group.

Following the rising tension over the official celebrations of the Republic's 20th anniversary, militant and reactionary groups agreed to hold separate demonstrations so as to avoid further clashes.

Conservatives also undertook not to invite the Minister of National Education, Dr Gerrit Viljoen, or other nationalists to speak on the campus during the official end of the month-long republic festivities.

Observers believed that the presence of any minister would have been a deep provocation to the university's black students in particular. Said one

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ATRA Member

Letters

Rampton: admission of 'unconscious racism'

Sir, - The Rampton Committee is to be congratulated on a perceptive, and in my experience, an accurate assessment, of the position of West Indian children in our schools and the reasons contributing to that position. It is a matter of some concern that the politicians demanded that this interim report specifically related to West Indian children be published separately from the committee's total work related to all ethnic minority groups. That in itself is an admission of an "unconscious racism" directed at one group of our community.

The findings of Rampton are not only troubling in our attitudes to West Indian children, but also to all children, of whatever minority group or indigenous group. Colour consciousness is a fact of life; it is what we are as a result that matters. If we have a red-headed child in the class, we are conscious of that fact. Normally, though, it does not affect our behaviour and attitude. If our behaviour and attitude towards a black child, consciously or unconsciously, is different from other groups, that will subconsciously communicate to all the

children in the classroom. In that sense we are failing all of our children, whatever their background.

I would be interested in knowing what "a West Indian child" is defined as. There are many children from different islands, each with differing cultural backgrounds who are entering our schools at different ages directly from their home island. But the bulk of black children whose parents and families come from West Indian islands are black English, Scots, Irish or Welsh.

Our society and its values are clearly undergoing significant changes, and the suggestion that our curriculum in some areas does not match this, is true. There are, however, some remarkable developments in many schools and specific local authorities, where imaginative thinking has influenced the whole school curriculum, and not just the obvious subjects like history, geography or RE. It is a whole school attitude and ethos, that is as important as the facts and values taught in the classroom, that needs thinking out in every school, whether or not it contains children from minority groups. The approach of Robin Richardson and his

team on the One World Trust is but one example.

The question is fundamentally, "How wide is your world?" If a teacher sees some children as "ours" and others as "them" then division, and a split community already exists in that school.

We have an awful but challenging responsibility in our profession to live out the values that all human beings, whatever their culture and background, deserve to be treated as individuals in their own right, and handled in that way, as individuals, whether they be children, or teachers, or cleaners, caretakers, cooks, or dinner ladies. They are all part of the community that should be living out the values which our children are unconsciously picking up from us.

IAN MITCHELL LAMBERT, Howbury Grange School, Slade Green Road, Erith, Kent.

Sir, - Many of the conclusions reached by the Rampton Committee (May 29) were reached by the NFER/Schools

Schools Council's Project: Education For a Multiracial Society in 1976. Its findings have so far been suppressed though rumour has it that a watered down version is soon to be published - five years too late.

One is tempted to hypothesize, from the sacking of Mr Rampton by Mr Carlisle and the apparent delay in producing the committee's interim report, that the facts are as unpleasant as they ever were. The tactic for being seen to be doing something about the failures of education in our multiracial society is to spend time and money on gathering information, research, testing.

Where the outcome of these efforts points to a corresponding expenditure of energy on painful attitudinal changes and the provision of resources for action, then censorship and/or procrastination are the order of the day.

SHIRLEY HADI, Former member of the Project Team Education For a Multiracial Society, 85 Grove Park Road, Chiswick, London W4.

and V. I. P. Scerri (chief education officer and director of social services, Salford) attributes to them the comment that the report has generated a negative impression of combined nursery centres. On the contrary, this letter in fact states, with a regret which I would share, that "published comment has so far tended to see the report as a negative assessment, if not an indictment, of the new concept".

The "Break" article goes on to refer to the "depressing nature of this report, which tended to highlight only the difficulties and barriers to co-operation between the care and education services".

The research referred to was, as the book makes clear, carried out in the formative years of the earliest combined centres. Not surprisingly, it identified many of the problems and issues inevitably involved in bringing together two separate services with different aims, organizations and approaches.

While highlighting these problems the report does not ignore or discount the many positive features of the centres studied or minimize the difficulties to be resolved. We attempted to present an objective, honest picture of the situation as we found it and to depict the strengths as well as the weaknesses of combined centre development at that time.

The bureau report contains no criticism or rejection of the concept behind this development; indeed, it states quite clearly that "the largely predictable and inevitable difficulties encountered during these early attempts to fuse two long-established services should not be seen as an indictment of the underlying principles involved".

It would be depressing indeed if the identification of problems were seen as a wholesale condemnation of combined nursery centres. We would hope that a positive purpose would be served by focusing attention on obstacles that mere wishful thinking will not remove.

The letter from Mr Barnes and Mr Scerri suggests that their careful reading of the report has not led to the depressing effect which your columnist fears.

DR ELSA FERRI, Senior Research Officer, National Children's Bureau, Islington, London EC1

Paying both ways

Sir, - At the head teachers' conference, Mark Carlisle exhorted heads to encourage more young people to join in education rather than staying on the dole queue. Such a sentiment is applauded. Britain's participation rate in education after 16 is still a pitiful figure, and it makes sense at a time of heavy unemployment for more to stay on.

Unfortunately more staying on in education means more expense for local authorities and universities at a time when both are subject to the most damaging cuts. Sheffield is now putting in an extra 25 teachers to cater for a higher number of pupils expected to stay on in September - yet Sheffield already under the threat of financial penalties from Mr Michael Heseltine, the Environment Secretary.

If Mark Carlisle seriously wants more to stay on he should exert his cabinet to lessen the cuts in education. It need not cost more. More in education or more in the dole queue, either way the Government pays.

PETER HORTON, Sheffield Education Committee.

Claim unjustified

Sir, - I would like to point out that "a television first" - the claim its producers make for Granada's *Challenge* (May 15) is not justified.

From 1969 to 1972 the BBC funded Education Television Department provided *The Education Programme*. Many editions of this, the first regular television series devoted to education, were of the magazine type. I produced the series and it was introduced by Professor Alan Little, ROGER OWEN, Producer, BBC Continuing Education, Television House, London W5.

Not as bleak

Sir, - I am writing to express my concern at recent comments in *The TES* on the National Children's Bureau's report "Combined Nursery Centres". The reference in "Break" (May 29) to the letter from J. Barnes

Profiling is important as a final exam

Sir, - I refer to the short article (May 15) interpreting rumblings claimed to have been detected recently within the DES as it moves towards setting up the machinery for the new certificate in vocational preparation for 17 year olds.

While this article may have caused some surprise and concern, it is also intriguing to wonder how accurate (or inaccurate) it might be, given that no sources are quoted.

The article says that there is a fundamental "conflict within the DES. Can this really be so? To put it mildly, surely no-one now disputes that we need to develop a set of assessment tools more sensitive than merely a terminal examination and that profiling has a major contribution to make to this development? We must learn to give youngsters public credit when and where it is earned in ways which are both progressively meaning-

ful and relevant to them and helpful to interested employers and other educational institutions. This will mean in many cases carrying forward credit from one institutional base to another (i.e. to and from the various options available in YOP, in employment, and in colleges).

This formidable task is made all the harder by the urgent need to combat the effects of unemployment on young people, one of which is an increasing reluctance to take education seriously, whether in schools or in further education colleges.

The article also suggests that TEC and BEC (and not the City & Guilds of London Institute) may be asked jointly to administer the new examination. The argument put forward is that, as TEC and BEC are constitutionally responsible to the Education Secretary, this is a task more proper for them than for the independent and self-governing Institute. If this happened it

would indeed be a major surprise. TEC and BEC were set up for other purposes and have their work cut out meeting their own present challenges, whereas the Institute has done pioneering and important work related to vocational preparation.

One of the central concerns of vocational preparation is to invite young people to recognize the world of social and institutional relationships for what it is, and as a method of personal survival and development, to become themselves independent and self-governing. This points to the need for a negotiated curriculum at all levels. At the national level it is not fair to suppose that there would be more chance of this becoming a reality if the administering body were itself independent and self-governing? P. C. STORRIE, Principal, Consett Technical College, Co. Durham.

Looking back . . .

Sir, - The review of *Arena* "If the music had to stop" (May 22) cannot go without comment. Sheila MacLeod seems so concerned to express her own prejudices about society and class structure, that she distorts the value of the programme.

The programme showed clearly that barriers of class, age, sex, etc., do not exist in Leicestershire's provision for the arts, and spotlighted the beneficial effects of giving everyone access to the means of artistic expression (from symphony to rock opera).

Ms MacLeod's view that "pop" is exclusively a working class phenomenon and "the arts" a middle class allocation has no basis in reality. The needs of the "human spirit" are common to all people.

I would join your reviewer not just in saying *Arena* for a programme on popular culture, but for further stimulating and enlightening programmes on music and the arts - particularly in areas outside of the capital.

KEITH BENTLEY, 31 Rotherham Road, Redcar, Cleveland.

Sir, - I greatly resent the inverted mockery of your reviewer of the recent TV programme about the Leicestershire Schools Symphony Orchestra where she describes a participation in classical music activities as a middle-class, minority interest. Traditionally, this may have been so because the middle-class had more leisure time for evening activities and more money for private tuition.

But there is also a working-class tradition of participation, for example the Welsh and Northern choirs, brass bands etc. How dare she suggest that working-class children are not innately capable of appreciating serious music?

The aim of the Leicestershire experiment was to exploit their new comprehensive education system in order to democratize the appreciation of and participation in classical music activities.

Looking back from near-retirement to the time when more teachers seemed to teach for more of the day, and when to join with the head in organizing and managing some aspect of the school was perhaps the most rewarding of extra-curricular activities, I am moved to ask two questions: 1. How much of what they all do intended of teaching during school "hours" couldn't equally well be done when the school was not in session? And 2, has anyone worked out the contact ratio for the workforces of an average firm, in say, a manufacturing (i.e. creative) industry, and how do we in schools compare? Heads and deputies are (of course) excused Question 1.

E. T. S. ARCHER, Head of Holgate, Huddersfield, Nottinghamshire.

Alarming trend

Sir, - We are postgraduate students at the University of Bath training to be teachers of social studies in secondary schools and colleges of further education. Two factors have prompted us to write expressing disquiet at the state of social and political education in this country.

Firstly, there is the fact that only one of the 10 student teachers of social studies who complete their course this

June has as yet been successful in gaining employment for next year. The second point is the dropping of social studies as a subject available to PGCE students at the University of Bath next year.

We are of the opinion that these two factors reflect an alarming tendency for the social and political education that does today exist in schools and colleges to disappear from the curriculum.

Britain is facing many extremely serious social problems - unemployment, race relations, Ireland, the arms race, welfare cuts, etc. If we are a democratic country, the solution to these problems must rest in the hands of the British people as a whole. But how are its people to be able to tackle such problems if they are not provided with the education and training necessary to becoming responsible citizens?

Serious dangers arise from this situation. Instead of viewing society critically, students may tend to see social reality as fixed and beyond their control. Maybe more serious is the fact that an economic depression often coincides with the development of groups of the extreme right. Are our children to be denied the ideological ammunition to combat such forces when they turn up at the football match or the pop concert?

We write not only from a selfish standpoint that we would all like jobs, but through a common conviction that it is essential to the peaceful future of our island that all students be allowed the opportunity to discuss and develop their attitudes on political and social issues.

CHRIS RATCLIFFE, R. T. WILLIAMS, MAGGIE JOHNSON, L. SYMON, G. B. SMITH, SARA BARTABY, ANNE BARNARD, PAUL HUGHES, STEVE LEWIS, JOHN BROUGH, The School of Education, University of Bath, Bath, Avon.

Rich experience

Sir, - I write to thank you for the interesting article by Hilary Wilce on International Schools in Aberdeen (May 22). I trust it will help foster further international understanding among educators and appreciate the opportunity to speak to your readership about the American School in Aberdeen.

Persons from many countries have indeed come to Aberdeen to assist in the exploration and development of North Sea Oil. In the first paragraph of the article, reference to the process of North Sea development is made that would not accurately reflect UK government policy in regards to the use of this vital resource.

Not to cavil, but I would also like to point out that the American School in Aberdeen does admit, and has in fact admitted, non-English speaking children and that they have enjoyed a very rich and successful experience in international cooperation, that is evidenced each day in Aberdeen.

DR CLINTON J. VICKERS, Headmaster, American School in Aberdeen.

Way behind

Sir, - Ignorance is bliss. I suppose it would disturb teachers in England to discover that we in Scotland have had

a general teaching council since the sixties. Is that why P. A. Herriman made no mention of it in his article on the subject? (May 15).

It is no joke, though; Scottish teachers have achieved a GTC, a conditions of service contract and, unless Mr Stewart is considered amendment is passed at Westminster, we have greater protection against dismissal than our colleagues in England.

It amazes me that teachers in England have so far failed to achieve even those sorts of things. Their lamentable ignorance of our conditions can do nothing for their negotiating position when seeking to improve their lot. ELEANOR J. HOWIE, Moulthurn, By B. Linlithgow, Perthshire.

Different attitudes

Sir, - I was astonished to read in Platform, (May 15) that "Americans have the right to higher education written into their constitution." In which article did Mr Benjamin find this heartening provision? The fact is, of course, that the American Constitution does not mention education at all. Consequently, it is one of the powers reserved to the states, which vary greatly in their support of it.

It is true that, in recent years, most states have made an effort to provide some sort of higher education (though not necessarily degree courses) for all who seek it. However, the community colleges, like other state colleges and universities, almost always charge some tuition, even though tax subsidies reduce charges far below those charged by private institutions. Furthermore, the student's living expenses are always his own concern or his family's; there are no maintenance grants. Nor can a school leaver pick up any form of supplementary benefit - unemployment payments are kept to previous employment and are quite limited.

As a result, most students at community colleges are working at least part-time. And at higher levels of the educational system, even quite wealthy students often expect to earn some of their living and tuition expenses while at university. Society does expect to provide higher education for a larger proportion of students (of all ages) than in Britain, but it also expects to foot a much smaller part of the bill.

Without judging which of the two systems is better for society or for the individual student, I can testify that they certainly produce different attitudes towards self-support. In the course of our year in Cambridge, we have put up notices seeking students to tutor our children, or babies, when we travelled. We have had no shortage of applicants, but they have all been Americans or Canadians. Not one British student has sought to supplement his or her grant, though many have complained that it is not sufficient.

JUDITH M. AMORY, 29, Millington Road, Cambridge.

For the archives

Sir, - The Tom Harrison Mass-Observation Archive is conducting a survey over the next three years into the effects of inflation on daily life. I would like to appeal for volunteer observers and reporters.

The work is extremely interesting and not at all arduous; all that is required is a willingness to write to us both about personal experience and things seen and heard in daily life. The more "ordinary" people think they are, the more interesting their experience is to us.

We will send details of the project to anyone who writes to me and promise that their identity will be kept as a matter of confidence between them and our archive.

PROFESSOR D. F. COCK, Arts Building D, University of Sussex, Brighton BN1.

Too severe

Sir, - I should like to bring the following information to the attention of teachers in general and to history teachers in the North West in particular.

Grades in NWRE Exams 1980

Grade	1	2	3	4	5	U
CSE	14.3	19.2	24.1	22.1	10.1	10.3
History	8.6	16.0	23.1	28.2	13.3	13.0
Syllabus C	4.8	11.4	20.2	28.5	15.5	21.6

It can be clearly seen that history is a more difficult exam than the "average" CSE exam and that syllabus C ("Great powers and the modern world") is especially difficult. History candidates do not perform as well as in their other exams, on average. This, I suggest, is unfair to such candidates.

And yet, the NWRE refuses to accept this argument. Its secretary asserts in a recent letter to me that the candidates entered for syllabus C are of poorer ability than those entering for other syllabuses. This is a ridiculous argument. Whether candidates are entered for Syllabus A, B or C is not determined in general by their ability, but by the contents of the history syllabus. If a school has text books for one syllabus, then candidates, strong and weak alike, are entered for that syllabus. The NWRE, moreover, makes no attempt to defend the fact that history candidates in general perform significantly worse than average.

It would seem that the chief examiner for history has got his standards wrong. A recent meeting of Liverpool CSE history teachers was unanimous in criticizing the severity of the exam and its consequent unfairness for the candidates.

T. G. BENNETT, Head of history, Alsop Comprehensive School for Boys, Queen's Drive, Liverpool.

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Sir, - I write to thank you for the interesting article by Hilary Wilce on International Schools in Aberdeen (May 22). I trust it will help foster further international understanding among educators and appreciate the opportunity to speak to your readership about the American School in Aberdeen.

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DR CLINTON J. VICKERS, Headmaster, American School in Aberdeen.

Way behind

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Talkback

Making of a racist?

Jenny Eliot

It took the playground bigots just under six hours to turn my son into a racist. Five years of multi-racial co-existence and play were wiped out in his first day at school. When I went to collect Mark at 3.30, he proudly informed me that he and his new friends had danced around another pupil at playtime, calling him "Blackie".

"Why did you do that," I asked in horror.

"Because he's black," came the obvious reply.

Fortunately, Mark's previous experience and my discussion with him later that evening stopped his participation in these activities. At least, I think it did. Perhaps he just doesn't tell me about them any more. I reminded him that his best friend at nursery had been black.

"No he wasn't," he insisted.

I reminded him that Sunjay, with whom he had stayed overnight the previous week, was brown.

"He is not brown," he replied indignantly.

"You just have never noticed what colour people are until now," I told him. "You have always played with children you like whatever colour they are. Our friends are black, brown and white, and if I ever hear you being horrid to anyone again because they are black I will be very angry. You wouldn't like people to call you 'whitely'. And most of your friends are not white. So don't forget that!"

That incident occurred three years

ago. Mark has continued to play with black, white and brown children and to invite them home to tea. But I wonder where the teachers are when these incidents occur, as they do, every day in the playground.

I have young friends at other schools who are called "Paki". I know of seven-year-olds who are insulted in the playground. And I find it disgusting and pathetic that head teachers and teachers seem totally unaware of the hidden juvenile racism in their schools.

It's no use imagining that all the children are playing innocently together. Racism and race issues should be discussed openly at school, even or especially in the first-year infants class. The sooner bad racial attitudes learnt at home are questioned the better. Pupils should have pigmentation and cultural differences explained to them and forbidden to use racial epithets to their fellow pupils.

Last night, Kanesh's mother came round to collect her son from our house. We had a long chat about the effects of racism on her child. She told me that she was worried about his mental health and that she was scared to let him out in the evening in case he got stabbed. She claimed he was subject to racial abuse in the playground and to minor physical assault.

She had thought about telling the headmaster but was concerned in case he thought she had a chip on her shoulder. So I told the headmaster that no, yes, he knew about the problem; no, it wasn't a good idea to bring these things into the open, they would go away if ignored. He has probably now classified me as a dangerous militant, whereas all I want to do is to live in peace with my neighbour, no matter what colour he is.

homework. Mmm. Now, how does she feel about the subject? A few more minutes, please. The three hours stretch into four, but at last they have all gone. It's been a very long day, yet I cannot believe that anyone gained much benefit from it.

At best, the parents will have received a sketchy synopsis of their child's performance in each subject. At worst they will have felt this hurried, scrappy, ill-at-ease show to be as much of a waste of time as I have.

I know we "could do better". At my previous school the normal year to year contact was between *tutors* and parents. Subject teachers, in that capacity, came into it only when specifically requested, either by themselves or by the parents. It all worked very well indeed.

The evenings were arranged so that the tutor was scheduled for only eight to ten sets of parents. The meetings took place in the relative comfort of the House common-room or library. After the first year the faces were familiar and the handshakes meant something.

Parents and tutor were equipped

We once talked about adopting another child. I discussed this with Mark who thought it was a great idea, but asked if we could adopt a white brother. I explained that most children to be adopted were not white and wondered why it mattered. He looked abashed and falteringly told me that if he had a black or brown brother, the other children would not play with him any more. And I think he may well be right. The idea has been shelved for the moment until Mark is older. So I have the playground bigots to thank for directly influencing our lives. And worse than this, of course, is the pain and anguish caused to young children whose skin is of a different colour from their schoolfellows.

Racism is not new, although government officials and commissioners are only just realizing how serious the problem is. I suppose it's there, lurking inside each and every one of us, black, brown or white. And I know that it's there in the playground, in the children of intolerant parents who parrot the comments and opinions heard at home.

I must point out that we live in a suburban area with only a small non-white population. The racial problems here are slight compared to those of the inner city. But perhaps this is a disadvantage — presumably teachers in multi-cultural areas are aware of these problems, whereas those in the suburbs seem not to accept the problems.

I would like to see head teachers of all schools, from primary to secondary education in all areas, taking a firm stand against racism. Like it or not, we live in a multi-cultural society and we should help and educate all our children to respect the rights of others.

Jenny Eliot is a parent living in Herfordshire.

Dougal seeks promotion

Trevor Harvey

Florence came into the garden to look for teaching posts as well.

"They don't grow on trees," said Zebedee.

Just then, Brian came along, looking for teaching posts as well.

"I'm looking for teaching posts," he said.

"Oh," said Florence.

Mr McHenry was a keen gardener, but he was also having trouble cultivating any.

"They seem to be withering away," he mused, stroking his chin. "Must be the present climate."

"Look," said Brian, "there's one!" But it wasn't. It was only Dougal sniffing around as usual.

"Which age group do you want to teach?" asked Zebedee.

"The one where I'm going to get promotion," answered Dougal, slyly.

"Like, which one's that, man?" asked Dillon.

"You can always go abroad, if you like," said Florence.

"Just a temporary arrangement. Nothing personal," said Brian, smiling. Then he went off to do some writing. "I'm going to do some writing," he said; and he signed on at the local labour exchange.

Just then, the engine came into the garden and rushed round and round over-decreasing circles. It was trying to save money.

"Oh dear," said Mr McHenry, "the garden used to be such a beautiful place."

"Never mind," said Florence. "We don't you ask Zebedee to magic some more students for you and make the garden nice again?"

And he did.

"Come along, everyone," said Zebedee. "Time for B.D."

"Oh no," cried some of the engine's passengers. "We're afraid it's not even time for P.C.E."

And suddenly, Zebedee's spring lost all its bounce and excellence; and the garden wasn't magic any more.

Trevor Harvey is an MA student at the University of Southampton.



CND in action: but do they give a balanced view?

Just give them the facts

Simon Wheeler

As teachers we are often warned, and rightly so, about the dangers of forcing our political beliefs on our pupils. But when is something political?

I pose that question as a response to the recent activity of the proliferation of propaganda groups such as CND, World Peace Movement and Christian Education Movement. They seem to be seeking to indoctrinate children in schools, usually through teachers who are members of these organizations.

What concerns me is that the major part of the philosophy of these "peace" organizations (which I consider to be at least quasi-political, if not actually political) is based on the premise that we cannot survive a nuclear war, and that home defence is a waste of time, energy and resources.

Of course it would be a good thing if we could avoid a nuclear war. Let's ban, all bombs, all guns, all bows and arrows. But to feed the young with misinformation on such an emotive and complex subject, so that they are manipulated into the belief that, "one bang and we're all dead, so what's the point?", is wrong.

Perhaps blame should not be assigned to the well-meaning members of these groups. But if we are to discuss moral issues we have the responsibility to provide the whole picture, not just selective information which presents biased views.

The problem is, who can offer an alternative view? Who is there to defend home defence? Few people have access to all the necessary facts, and fewer still are prepared to treat the subject objectively.

The Government's PR work is anemic at best, and disastrous at worst. So where does the person who

wants the unbiased information get it from?

I started a "campaign" project with third year pupils based on the planning laws and action groups. I suggested that a nearby disused airfield might be reopened by the USAF, and that nuclear weapons might be stored there.

It was intended as a research exercise directed towards discovering layers of local government, how they work, and how they can be influenced. It became clear that we had insufficient evidence to prepare a case either for or against the proposal, and that the children wanted some objective information on nuclear war and its effects.

I rang County Hall and was advised by the emergency planning officer (whose existence I was previously unaware of) that he would act as one of the team — a volunteer scientific adviser — to come to my school and talk to the pupils. This was duly arranged, and it was in everyone's interest if parents were informed and also invited.

The evening meeting was attended by about 20 pupils and 30 parents. It soon became clear during the lecture that the "facts" we had been subjected to by the more sensational sections of the press, and groups such as CND, were not facts at all. They were actually misrepresentations of the truth. Most myths were exposed that night.

We were lucky to be given all the facts — and to be given them objectively. I am not in favour of nuclear war — it is a horrific proposition — but we learned a great deal about it. The facts show that it is essential to prepare to make up their own minds about disarmament and home defence. What they decide is, to me, irrelevant. I have done my job as well as I can: they have both sides of the argument.

Simon Wheeler teaches English and Drama at Humphrey Perkins High School, Barry-on-Sea.

Frank Flynn argues that the school-based work of some college and department lecturers is distinguished only by its brevity

Refugees from the classroom

Some years ago I attended a lecture given by one of the senior members of the college of education I was attending. "Remember, there is no greater joy, no experience more rewarding, than helping children to learn," he declared.

Why, if this was true, was he not in a classroom himself, working with children instead of lecturing to a motley crew of politely bored students? Could it be that large numbers of lecturers in colleges and departments of education are in that position because they are, first and foremost, refugees from the classroom? This view is undoubtedly the one most widely held by teachers who work full-time with children.

Of course, if many departments of education were genuine educationists, gifted people with wide experience who wish to develop theory and practice on a wider scale than would be possible if they were to remain full-time in the classroom. There are also subject specialists whose theoretical knowledge in their chosen area enables them to respect, and the chance to share their expertise with more practically oriented colleagues and students. But these are a minority. A much larger number of their colleagues are in hiding both from children, and the fact that they can't teach.

For those of us who qualified during that boom period of teacher training, the sixties and early seventies, the word "training" can never be used without a faint undertone of irony. If we asked for practical help or the provision of models of good practice, we were told that what was good practice for one teacher might easily be bad practice for another. It was, therefore, important, so we were informed, for individuals to evolve a style of teaching that was best suited to their own personality and the needs of the children they were teaching.

While there is some truth in this argument, there isn't much. You have to acquire a professional personality before you are able to express it, and it is better to be able to reject a method in the expression of that personality, than to have no method to reject. Most teachers would probably agree that there is a core of good practice, and that with adaptations it can be applied in any school where there are teachers willing to implement it, without cramping the style of the individuals engaged in its implementation.

One wonders why, for so long, we struggled in so much anxiety not entirely of our own making? Could it have been that if there was an agreed core of good practice our lecturers might have been called upon to show us how to implement it? In short, they might have found themselves in a position where they were obliged to teach a class of children.

The lingering contempt that many teachers feel for lecturers in departments and colleges can inevitably be traced back to disappointments suffered as students. Instead of encountering experienced, skilled teachers, they often found themselves struggling to learn how to become a good teacher from people whose work with children had been distinguished only by its brevity.

How can anyone whose only experience of teaching amounts to eight years in two grammar schools advise students who are going to work in



needs of student teachers on teaching practice. The fact that tutors rarely taught alongside students for extended periods, even when the students in question were experiencing difficulty, was highlighted by almost every teacher present.

A straw poll was taken among the 26 teachers. It revealed that they had worked with approximately 270 students, yet only on 12 of those teaching practices could members of the group remember tutors showing students how to improve their teaching by actually teaching the kids themselves. This was despite the fact that in a large number of cases the tutors wrote highly critical comments in the students' record books for failing to gain the interest of a particular class or, more commonly, for failing to maintain adequate discipline.

It was noted that there had been no marked increase in tutor participation during recent years. Tutors from institutions with a history of lecturer participation continued this pattern, but to greater extent, while other showed little or no inclination to give an example by teaching.

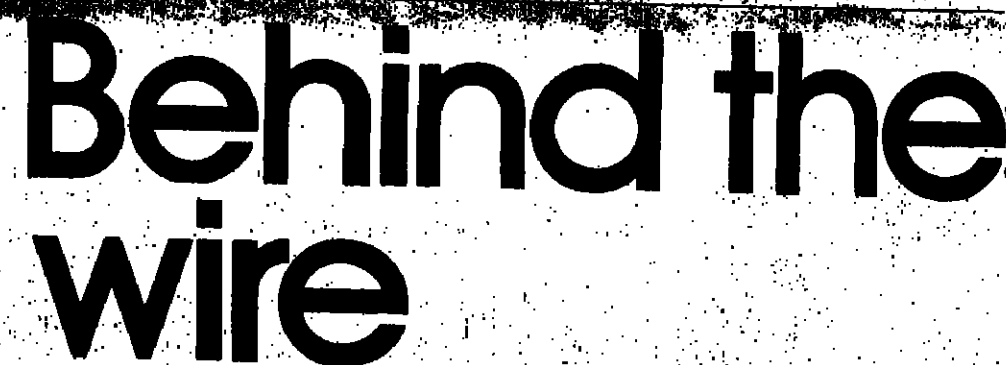
Like other teachers, I have been concerned about the large number of talented probationary teachers who, in recent years, have been unable to obtain a fixed post, who are obliged to "take supply work" if and when they can get it. It came as something of a surprise, therefore, to encounter a second-year student who, on the second day of her practice, made no secret of the fact that she was by no means certain that teaching was the career for her. If she voiced such an opinion freely in the staffroom, her tutors must also have been aware of her feelings. Why had they not put her in the picture as to how competitive the job situation had become?

Part of the mystery cleared towards the end of her practice, when she showed me her file and her tutor's comments. Written as a note designed to help her with the compilation of her child study was the suggestion that the student should look at the state of the boy's shoes because "scuffed and ill-cared-for shoes are a sure sign of a deprived background". According to such a criterion, my own daughter would come pretty near the top of the deprivation ratings.

I believe it should be obligatory for every lecturer working in a college or department of education to spend one day working in a school each week, for two terms every academic year. Another step in the right direction would be to set up a research project that would assess the length and type of teaching experience that is available amongst the lecturing staff of every college and department. Deficiencies and gaps should be remedied along lines that will produce the necessary variety of experience in every institution. Every such institution should have experts in both inner-city and multi-cultural education.

While every teacher should feel the need to learn as they teach, new teachers should not have to face the added pressure of evolving a methodology that they could, and should, have been taught at college. It is no longer good enough to reply to the question, "Who teaches teachers to teach?" with the answer, "Themselves!"

Frank Flynn is deputy head, Vitoria Primary School, London.



James Hemming is an educational psychologist

review

Too bilious for public life?

Peter Vansittart thinks history has been too ready to condemn Shaftesbury as a professional prig

The Seventh Earl of Shaftesbury 1801-1885.
By D. A. M. Finlayson.
Eyre Methuen £19.50.
431 28 2007

Today, the saintly Shaftesbury is pitifully vulnerable. Paternalistic, Evangelical, independent, he saw his political career as "the best means of doing good". Do-gooders are currently suspect, with implications of the superiority of do-harmers. Unflinching moral purpose disquiet. "You din this perpetually into my ears, and it sets my back against it", even his devoted wife once sighed, over the question of a Jerusalem bishopric. His prayer to "improve hourly" makes plausible the attacks on his "sanctimonious phrasology".

He himself admitted he was "too bilious for public life". He regarded the Second Coming as the only hope for the temporal world. Artistically philistine, unconcerned with wage issues, he wanted not only to evangelize and succour the poor but to serve, under God, the Church, Monarchy, Aristocracy. People should not be Chartists, but Christians: he could not conceive of them being both. Poverty encouraged not only atheism and degradation but "disgusting sensuality". His London memorial, Eros, is distinctly inappropriate. He feared "the experimental philosophy of infidels and democrats", and urged the governing classes to evade revolution by finally meeting their social responsibilities. Like latter-day socialists, he preferred granting to sharing.

He opposed Parliamentary and clerical reform, "Christian Socialism", Moderate Reform, Army and Navy Estimates (a revelation of accountability), Compulsory State Education (Lay indoctrination), Strikes, Tractarianism, Vivisection, Impure Literature, Sunday Music, in parks. He worked for Lord's Day Observance as strenuously as for Philanthropy. No opponent of hanging, he wanted Delhi destroyed, in penance for the Mutiny. In the reformed parliament he saw himself as "a peacock amongst Jacobins, Atheists, radical Dissenters and Whig place-hunters".

His political sagacity was erratic. He considered the European political millennium would be in creating a Kingdom of Italy: that the finest thing in 300 years of English history was Lord John Russell's denunciation of the restoration of the Catholic hierarchy; that Gladstone would be "strange and useless throughout life". Mercurial, self-pitying, over-sensitive to slights and enemies largely imaginary, he treated opposition as deriving from personal motives, discreditable, even

blasphemous. Believing in science, he considered hygiene and model housing almost worthless without prayer, for almost all faced supernatural punishment worse than cholera, lunacy, hunger, illiteracy.

Yet his conviction of human depravity may now seem less absurd than it did to Lytton Strachey's devotees. He had everyday shrewdness. "He was opposed to periodical exhibitions and displays in Ragged Schools", which encouraged teachers to concentrate only on the more intelligent. He was often ridiculed for impracticability, nagged by sensations of failure and grievance, but his labours, for over 60 years, were prodigious, often successful, from nagging at Party, Treasury, Bureaucracy, Parliament, private and secretarial interests, national conscience. He struggled against vile lunacy laws, industrial slavery, abominable housing; he campaigned for prison and education reform, child and animal welfare, the evangelising of costermongers, prostitutes, Italian religion; denounced opium-trade, overloading of ships, exploitation of seamen; secured allotments, cricket clubs, a pension for Southey's daughter, Early Closing, the export of missionaries to the Far East, to assist the Second Coming.

Florence Nightingale acknowledged his services to Crimean sanitation, and at his funeral, four pages of double columns listed the philanthropic societies he had actively supported. Less rigid than Tolstoy, though disliking state interference he would use it, to provide conditions for more personal responsibility, initiative, regeneration. The new Board of Health, and public control of London's water, owed much to him. He praised the "despotic, unaccountable, unprincipled, and supported by the Married Woman's Property Act, though it might cause 'insubordination, equality and something more'".

However, it is claimed that workers benefited more from Peel's budgets than from Shaftesbury's crusades. In old age he felt himself an anachronism, foretelling "the age of Calculators and Economists". The future was no more with him than with Owen, Dickens, Kropotkin, Morris, Cobden and Bright found him fallacious, the Hammonds rated him "the most darkly tragic figure of his generation". That the poor, in intolerable conditions, were "marvellously patient", gratified the seventh Earl, but disgusted Marx and Shaw.

Finlayson does not substantially modify Shaftesbury's accepted stature, but reinforces it with massive detail, both of his personal and public life, and of the grimmer parts of the century. Saintliness itself has become



more ambiguous, more interesting. Dr Finlayson, though not much concerned with Shaftesbury's feelings of guilt, deprivation, and his possible symptoms of cyclothymia, outlines his inner contradictions and anxieties. He easily disposes of the old accusation that Shaftesbury ignored rural distress, notably on his own estates. His obsession with the Second Coming, the extent of his interests, abroad, notably India, his active concern with foreign policy (he was no pacifist), his demand for Syria, for the Jews, may surprise some readers, also his praise of his father-in-law, Palmerston, as Home Secretary, "unrivaled for readiness to under-

take every good work of kindness, humanity and social good". Such goodwill must have owed something to Shaftesbury himself. This book offers some vivid details. A bishop refused to sail on HMS Infernal, but accepted HMS Destruction: a doctor charged £84 for an examination: thousands of London workers demonstrated against Sunday opening of museums: Shaftesbury found Victoria and Albert lax in attending morning prayers.

That political theory now dispenses with Shaftesbury, society may not wholeheartedly applaud, on the sombre evidence of this meticulously chronicled biography. Yet, despite inflation, one editor working for a university press recently offered an author the ludicrous fee of £20 for preparing 2% of the text of one book - to be paid only "if we decided not to go ahead." Such apparent unworlship would be charitable were it not for the fact that the university in question is renowned for its conservatism.

It has never been more necessary for the novice to seek professional advice at an early stage in the origination of a project. Although full membership of the Society is normally dependent on having had a half-length work published, an author who has had such a work accepted for publication may join as an associate member and benefit from expert advice on the contract. Some indication of the nature of the problems which beset the would-be author can be gained from the publication *Guidelines for Authors of Educational Books* (£1.00 post free from the Society of Authors, 61 Drayton Gardens, London SW10 9SD.)

Philip Sauvain is the author of over 80 books for schools, including *The Story of Britain* and *Guidelines for Authors of Educational Books* (Hulton Educational).

If you want to write a text book...

...beware, says Philip Sauvain

Textbooks are doing well. My "Story of Britain" junior history series, for instance, was reprinting about new proposals and in seeing completed manuscripts through to publication. Inevitably, the changes now taking place will restrict the choice of books available to schools and colleges in the years to come.

To their great credit, most publishers are still managing to honour their commitments to their authors, even though there have been widespread redundancies in the publishing and printing industry as a whole. But it is symptomatic of the current malaise that the *Author* recently reported the names of four publishers, with whom members are alleged to have encountered "serious delays in the rendering of royalty statements and payment of monies due" or similar problems. The Society's advisory service has been under heavy and continuing pressure for the last year or so, as worried authors have written in with their problems.

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arts

North of the border, East of Eden

Sue Lerman talks to Bill Forsyth about his work in the Scottish film industry

Three films set in the Glasgow region have opened in London in recent weeks, one, *Deathwatch*, by the French director Bertrand Tavernier, the other two, *That Sinking Feeling* (1979) and *Gregory's Girl* (1980), both comedies, the work of a local man, Bill Forsyth. Little known up to now outside his native city, save in the British film festival world, and even there mistaken for his compatriot Bill Douglas, Bill Forsyth has defied tradition by remaining in Scotland to make feature films. His career may perhaps encourage others in terrains as seemingly unpropitious to take up careers in film.

Bill Forsyth began with no special film-making ambition, he says. In the busy days of the mid-sixties when newspapers carried full "Situations Vacant" columns he got a job more or less at the instigation of a friend as a trainee with a documentary film company. After several years of learning the technical aspects as it were on the ground, he was offered one of the first places in the dizzy heights of the National Film School. Not a wholly committed student, owing to ties in Glasgow, he nonetheless made friends and contacts of value in subsequent work.

But going back to the Scottish film industry was a return to the stony reality of documentaries and sponsored films. While embarked upon a particularly intractable and impoverished project on the Amazon, he determined to venture into feature film-making whatever. He wanted to make local films for local consumption - a notion he now feels misguided in that, in spite of Glasgow's reputation as the best cinema-going city in the United Kingdom, greater interest in his films has come from elsewhere.

During the sixties, he made two experimental shorts, *Language* and *Waterloo*. They are what would now,



from Bill Forsyth's 'That Sinking Feeling'

experience in this deprived quarter of the city. Forsyth, who admires Robert Altman's ability to handle groups, communities the size of Nashville, has himself delineated something of a community, the outsiders, the unemployed, being linked to the rest of society by a network of relationships formed at school. The employed colleagues serve to emphasize the hand of chance. They are neither more nor less able than the others, whose diverse untapped talents are revealed in the setting-up of the robbery. The film is a *cor de coeur*, initially close to bitterness, later losing some of its sharpness, for all the wasted abilities, all the wasted opportunities. It is the more poignant for the knowledge that most of the cast remain unemployed.

Lack of confidence led Bill Forsyth to rehearse his actors a full month before filming. Despite this, the film has the spontaneity and lightness of

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and much of the humour is extracted from this fact, the girls, from Gregory's 10-year-old sister upwards, have the edge over them in their maturity, in their cool, in their breadth of vision. The distracted males are trampled all over by a female recruit to the football team, are reduced to inanity by the prospect of conversation with a girl, and dance at the crack of the female whip.

This tacit observation of changing sex-roles, a theme introduced in *That Sinking Feeling* when one of the gang becomes interested beyond the call of duty in dressing up as a woman for his part in the robbery, is conducted with a French sensibility towards adolescence - though the humour is distinctly Glaswegian and none of the boys makes any sexual conquest - as well as a nod in the direction of another film-maker admired by Forsyth, Alexander Mackendrick. His most notable films, *The Ladykillers*, *Whisky Galore*, and *The Man in a White Suit* all explore the comic, occasionally the satiric, possibilities of an exceptional situation. Mackendrick paid similar attention to the provision of a precise social milieu.

If Forsyth seems rooted in his locale, so strongly that the distributors of *That Sinking Feeling* had wanted to dub the Glaswegian strains, he has no intention of confining himself to home. He would not be averse to working in America, and amongst other projects, he is considering a film about the presumptions of a Scot in a Third World country. In the meantime, for those who want to see yet more of Forsyth's work he has made for BBC television his own adaptation of a short story by the Orkney writer George Mackay Brown, to be screened in the autumn.

That Sinking Feeling is showing at the ICA. *Gregory's Girl* is at the Screen on the Green, London N1.

Mirth and menace

The Caretaker, By Harold Pinter. BBC 1.

"The Caretaker", wrote Pinter in a letter to the *Sunday Times* in August 1980, "is funny up to a point. Beyond that point it ceases to be funny, and it is because of that point that I wrote it." This "point" between laughter and fear on which the play turns often evades production of the play, but Kenneth Ives's BBC production on Sunday evening looked it and played on it with remarkable assurance, making this a memorable and classic production of a great modern play.

This production will have been familiar to those who saw it, with the same cast, at the National Theatre where, as Ives explains in a *Radio Times* feature, it found itself getting funnier every evening in response to audience laughter at the wit of the writing. But it isn't just the presence of an audience that makes it funnier: it is the theatre! It is inevitable that Pinter's accurate rendering of working-class idiom, for which he is justly famed, will excite different reactions in contexts that have different expectations.

In the theatre the language still sounds exaggerated and rather waggish, and we laugh in collusion with the actors and playwright, congratulating ourselves on how clever we all are to recognize its verisimilitude. Television has the advantage that it has now a well-established tradition of variations of "realistic" dialogue, and this allows its audience for the first time to be dazzled by the surface brilliance of what is being said, rather than being forced to work out what it means.

Reviewing the play in 1960 Kenneth Tynan said that whereas with other playwrights one wondered what was going to happen next, in Pinter's plays one is obliged to wonder what is happening now. The inevitable search for larger meanings is what makes it good drama.

Television also, of course, brings the action closer, and the camera, from the long opening close-up of Mick to the long closing close-up of Aston became another character cooped up in the small room. The rather awkward angles of the shots - from the floor, through the cooker and so on - seemed a function of the lack of space. The camera was not passive, but was in itself menacing. It got so close to Aston in his excellent climactic monologue that his awareness of its presence was itself a cause for alarm.

Meaningful situations

Heart of the Matter, BBC 1. Where it Matters, Yorkshire Television.

Every week the *Radio* and *TV Times* bring fresh promises of new and improved brands of analysis and discussion. The truth begins to seem a wretched, cornered thing with little hope of escape. Either television is a hypocrite, or the constant accusations of media bias are overdone. Or so you might think.

Two recent programmes purported to be more than usually penetrating. The *Radio Times* entry for *Heart of the Matter*, BBC 1's new Sunday night series, proclaimed that its presenter, Peter France, would be looking at the "fundamental values behind the news". The first episode concerned nuclear power. The inhabitants of the Cornish village of Looe, feeling threatened by a CEBG proposed installation of a CEBG nuclear power station. Recently they united to boycott, preliminary drills. But precisely why they feel so strongly about the issue of nukes failed to emerge, despite France's conscientious enquiries. The intelligent, ecology-conscious villagers left the impression that nuclear power is a thing you must either be for or against. France's proposed moral investigation never really got under way. His programme conveyed less of the community's values and rather more of its alarm.

Sill, *Heart of the Matter* was making modest claims compared with Desmond Wilcox's new series *Where it Matters*, broadcast on Tuesday evenings. The *TV Times* gave Wilcox ample scope to herald the series personally. Coming on like Gaius and Tiberius Gracchus rolled into one, Wilcox promised a "dialogue with the people" and an attempt to "come closer not only to the people who matter but also to the issues that are most concerned". Vapid enough language, to be sure, but allied with a photograph of the tribune himself,

face clenched with concern, it led one to expect arresting new insights into the minds of contemporary Britons.

So it was a little surprising that the first much-mattered instalment sounded so dull and dead. Wilcox had stressed the liberating effect of this debate on the question of Labour council spending, held in Sheffield Town Hall, could just as well have taken place among an invited studio audience. Only once, when somebody pointed out that the real advantage of an efficient public transport system was that it meant fewer cars and therefore less congestion, did the debate cease to be a routine political slanging-match involving politicians, councillors and businessmen. "People are more important than profits" yelled the Labour contingent. "No they are not," retorted the Tories in effect. The authentic voice of the people proposed, installation of a CEBG nuclear power station. Wilcox appeared so eager to catch was barely audible. By the end of the hour-long transmission, Wilcox had every reason to look haggard and woebegone; and so had the viewer. At the prospect of further instalments, the spirit froze.

Perhaps the real truth is that serious discussion simply is not television's forte. Parepare. Worsthorne remarked that television automatically trivializes argument, and that the medium required extraordinary speakers to sound merely ordinary. Here were two programmes which powerfully reinforced his point. Why this should be so is a question which has not been sufficiently examined. Perhaps it has to do with the presence of cameras, limited time and the pressure of the occasion. At all events, one can rely on television to delve into the matter in due course. I can already see the overblown billing for the programme in the *TV Times*.

Nell Berry

Only connect

The Hungry Earth, Jackson's Lane Community Centre, London N6.

The Bahumut Theatre Company of Soweto was formed in 1976 just before the Soweto troubles.

The Hungry Earth by Maishe Maphonya has a cast of three who bring familiar scenes to life, the nightmare of alienation workers experience, the missionary "good news" and the trap of subservience it brought.

It was naturally impossible to gauge the response of a large part of the packed multi-racial audience of secondary school students. They fully appreciated some parts, a gambling scene, the comedy of some gestures and expressions. But bursts of laughter suggested that aspects of it were embarrassing. A Zulu dance in full tribal dress was too near the stereotype. The slight exaggeration of the Sowetans' downtrodden condition which would have provoked the laughter of sympathy and deep knowledge in Soweto itself here raised defensive laughter.

Part of the point of the tour is that links should be made between Soweto to society and that of black life in a city like London. Careful work would be necessary to achieve fruitful connections for school audiences here.

Rachel Blake

Impressions of Paris seen through the eyes of its painters

This delightful 25-minute film captures the charm and beauty of romantic Paris through the eyes of its painters. It contrasts the City as it was, on the canvas of its artists, with the City as it is today, in photographs that distill the essential character. Available free on loan to bona fide schools and organisations. Apply to:

TIME OFF LIMITED, 2a Chester Close, London, SW1. Tel: 01-238 8070.

arts

Do put your daughter on the stage

Gordon Bowker at the Leicestershire festival of dance and drama

Remember that British sci-fi epic of the *Quatermass* vintage where super-intelligent children take over a village and threaten to take over the world? Well, something similar happened in Leicester last week. The young thespians and balletomanes of the county's schools commanded the city's two main theatres, the red-brick-nouveau Haymarket and the candy-coloured Phoenix Arts Centre, to present a festival of dance, drama, movement and mime which was in a class of its own.

Now only in its third year the festival has acquired the status of a much-valued local tradition and a shopwindow for the rich range of school drama and dance for which Leicestershire has a deserved reputation. It was not only a minor artistic triumph but a major organizational one. The week saw not only a dozen major productions ranging from Shakespeare to Coby, from outstanding improvised drama to classic and contemporary ballet, but also a wide range of studio events embracing puppet theatre, Asian and Caribbean song and dance, would-be street theatre and (astonishing to one who shudders with embarrassed disbelief that the tripping Morris dancer is the best we can come up with in the way of native Terpsichorean folk-art) some English sword dancing!

At one level, as in any festival representative of English theatre and dance, the hidden theme was realism versus escapism. There were, for example, three major collaborative stagings involving a dozen or so schools each. Given the auspicious theme "Colour", 13 primary schools contributed to a pageant-like display called



from "A Midsummer Night's Dream"

Paintbox. Not only was this a kaleidoscope of colourful set-pieces, but a spectrum of styles, too. On the one hand multicoloured flowers opened their petals, yellow-striped bees buzzed on and off and green elves and fairies had a brief stab at Bottom and Titania; on the other a runaway father came to grief in the grey concrete jungle and Aztecs were exterminated by gold-fueled conquistadors. The reality-escapism theme was itself explored, amusingly in a beautifully choreographed send-up of *Keystone Coppers* representing brown (presumably

him, evidently, a Samaritan is a Good Guy; by definition. Do you see how the word has taken on successive layers of meaning; and that it all depends how many layers you peel off?

Here is another example of the something. On 2.11.72 one Jonathan Wills, a leftist gentleman, retired as Student Rector of Edinburgh University and made a farewell speech. Leave aside the strange notion of a "Student Rector", and look closely at one of his remarks: "The trouble was that students were, through no fault of their own, a privileged élite." That is how this gentleman was reported in *The Scotsman*, on 3.11.72. Presumably his actual words were: "The trouble is that students are through no fault of their own, a privileged élite."



I recall a cartoonist taking the micky out of Mussolini, by showing him claiming Britain as one of his colonies. On the ground that the Romans had once occupied it. It all depends how far back you go.

Robert Robinson, that sharp if shallow broadcaster, said in a BBC broadcast on 23.10.72: "As everyone must know, the Samaritans are just that." Leave aside the awfulness of "just that", and look closely at his words. To

Ebbing and flowing in prologue and act

Nielsen's Fifth, By Robert Davis, Stantonbury Campus Drama Group, Milton Keynes.

Though Robert Davis has a growing reputation as a writer of plays for radio, this is his first major stage play. It was commissioned by the Milton Keynes Arts Association. It has a "Prologue" of about 40 minutes, and an "Act" of about an hour. The prologue is set in the thirties and early forties and deals with some of the fears and moral problems brought about by the War and its aftermath.

The main part of the play is set in the present and shows how the same fears and problems have grown even more starkly urgent. The dominant character is Graham, a prickly liberal who runs a Leftist bookshop. We see him floundering as he works through life from one demo to the next; convinced of the imminence of nuclear disaster and encountering one by one his natural adversaries - young fascists, Collins, the inflexible computer programmer working on something

military and secret, and a father-in-law who once cared but now has opted out. All through there are references to the symphony of the title which the writer sees as an analogy for the ebb and flow of tensions in his own piece.

There is a disconcertingly unconvincing similarity in mood and style presented here with a sparse two-level scaffolding set. The issues with which it grapples are deadly urgent but they are also well known and much picked over, and real subtlety of argument derived from interaction between the characters begins to appear only towards the end. Too much of the play before this consists of simple declarations of belief.

There were good individual performances, such as those of Alan Thomson as Graham and Ken Sutcliffe in the small but significant part of Bob, the reasonable, nice and entirely crooked car dealer. Director Roy Nevitt chose the right path for the play to tread and drove his company manfully along it.

Gerald Haigh

Edwardian costumes fox-trotting around to slinky saxophones, the fairies were bedecked as befits fairies in those time-warped trappings they have all made their own, with some assistance from Enid Blyton and A. A. Milne, while the rude mechanicals were set in the 1940s when, according to one of the producers "workers really looked like workers". The collective Pucks were sensibly costumed in flying-kit and goggles giving the impression that Shakespeare's unwritten curriculum might have involved writing episodes of Biggles for juvenile posterity. I only caught a glimpse of this production in rehearsal, but it looked like great fun and can be seen later this year at the Edinburgh Festival.

The School of Theatre's most advanced group, fresh from a trip to the Saraland and the A level examination room, gave what must be the most dazzling and accomplished performance of their lives in an improvised disquisition on the life and character of Salvador Dali. "Great artist or charlatan?" they asked, thereby reiterating the reality-fantasy debate in yet another form. Another entrant for the forthcoming Edinburgh Festival, this performance revived Peter Brook's Theatre of Cruelty.

And certainly in the bizarre costumes and make-up, the accomplished timing and the performers' remarkable stage presence, this riveting production must represent a quality of professionalism and commitment which is the clear end-product of the other school-based dramatic effort which is so evident in this dramatically very extraordinary county.

"chosen" or "elected" by the rest of society, would anybody at that time have felt it necessary to make the qualification: "through no fault of their own"? No.

Let's now peel one layer off the word "discrimination". No more than a dozen years ago, a learned and respected friend complained and said: "When I was brought up, discrimination was a good thing." He was right. To discriminate was to see the differences between things, and so deepen your understanding of a complicated world.

Along came the Jewellers, and trumpeted that discrimination was a bad thing. They have certainly had a good time, and now we read about "positive discrimination". Positive - good. Negative - bad. Me - Tarzan.

W. S. Brownlie

Spaghetti Westerns, Cowboys and Europeans, Karl May to Sergio Leone, By Christopher Frayling, Routledge and Kegan Paul, £15.95, 0 7100 0303 2, £8.95, 0 7100 0304 0.

Spaghetti Westerns, the fourth volume to be published in the *Cinema and Society* series, is a useful contribution. In its analysis of the European antecedents to the spaghetti western, conditions in Italy and the Italian film industry, Italian westerns vis-à-vis Hollywood ones, the offshoots of spaghetti, the critical responses, and so on, in its probing examination of the film-making argument for this kind of continental approach to genre films, to the products of studio systems.

The sustained interest in the film of Sergio Leone, however, has called for some reevaluation of initial critical dismissiveness, of their status as merely the first of the genre. Professor Frayling undertakes this task with zest, knowledge, love and wit.

There isn't in general the good, the distinction between a typical bad and the ugly. Watching a typical spaghetti, *Death Riders a Horse*, I realized the author's true dedication: the author's full 55 spaghetti: But in looking at a full 55 spaghetti: But his work did enable me to "read" every shot of the film.

Sue Lerman

Codes for daffodil and crocodile

John Messenger on a critical edition of "The Double Helix"

The Double Helix, By James D. Watson. Edited by Gunther S. Stent. Weidenfeld and Nicolson £10.00, 0251 71899 4.

All scientists want to discover something, and nearly all do succeed in making trivial or modest advances. Some, however, discover important things and a tiny few - the gifted and fortunate ones - make really important discoveries: important in that they are complete and final, yet open up great possibilities for new directions in research.

One such discovery is described in this book: it is the elucidation of the structure of the DNA molecule by James Watson and Francis Crick. These works published their discovery in 1953 in the learned journal *Nature* and 15 years later Watson published his account of how they came to make it in the best-selling book *The Double Helix*. Now, in 1968, Gunther Stent (himself a most distinguished biologist from Berkeley, California) has produced a fascinating critical edition of this book that ought to be in every school library. Its appeal will be wide for, as Bronowski points out in his excellent review "what it has to

say is vivid and important for every reader".

This edition opens with such an exemplary account, by Stent himself, of the significance of DNA and the rise of molecular biology that it seems a little rash for your reviewer to attempt the same thing here. Nevertheless, for the initiated we would point out that DNA (short for deoxyribonucleic acid) is the molecule in the chromosome in the cell nucleus that contains the instructions for the program that we term "life" (No wonder Francis Crick "winged into the Eagle to tell everyone within hearing distance that we had found the secret of life").

According to the instructions that program will be expressed as a daffodil or a crocodile, as a bacterium or a man. Like begets like, of course, but how exactly? It was the genius of Watson and Crick to come up with a beautiful and simple solution: a spiral molecule with two ribbons strung out along which are nitrogenous bases: adenine (A), cytosine (C), guanine (G) and thymine (T). Each base on one ribbon is paired with a specific base on the other. A pairs with T; G pairs with C and this means that when the spiral unwinds and each half synthesizes its missing part this will necessarily be an exact

replica of the original. Here, then is an obvious (in hindsight!) way of ensuring that the same instructions are passed from cell to cell during growth and differentiation.

Subsequent research, some of it by Crick himself, went on to show that the sequence of bases along the chain determines, through the intermediary RNA, which particular building block (amino-acid) is to be added to a growing protein molecule. In fact a sequence of three bases codes for a particular amino-acid and there are 64 "code words" available to code for the 20 amino acids that plants, animals and bacteria employ (1) for their building material and (2) for their metabolism (as the so-called enzymes). In short, all the instructions for making that daffodil or that crocodile reside in the sequence of bases in the DNA of the fertilized daffodil or crocodile egg.

The discovery of DNA's structure was such a revelation not merely because it led the way to the discovery of what we now term "the genetic code" but because it made sense of so much data gathered over the previous 90 years of biology, starting with Mendel's discovery, in 1865, that many characteristics of organisms (such as height or eye-colour) behaved discretely - or in a non-

blending way - in inheritance. In the seventies and eighties of the last century attention focused on the cell nucleus and on the chromosomes and by the early part of this century, after the re-discovery of Mendel, the concept of the gene was well established as the underlying basis for such "particulate inheritance". But long before this a Swiss chemist had found nucleic acids in the cell nucleus, and the composition of the DNA and RNA, present in all cells, was known in the twenties. Then a whole variety of reports from different laboratories (and from different scientific disciplines) in the forties and early fifties focussed more and more attention on DNA. It fell to Watson and Crick to solve the mystery of the gene "without recourse to the hitherto unknown principles of physics and chemistry" but of course the other workers (Avery, Chargaff, Wilkins, Franklin, Hersey and Chase) all contributed to the complex discoveries that Medawar sees as "the greatest achievement of science in the twentieth century".

This book is over 300 pages long and comprises Stent's lucid introduction (133 pages); 22 pages of views of the other protagonists in the drama (Crick, Pauling and King for

Rosalind Franklin); 75 pages of reviews; and 57 pages in which the six original papers are reprinted. My own view is that the reader ought to plunge straight into the text. Lucky Jim's account is racy and very, very exciting. It is quite unput-downable, in fact, despite the Americanisms (or are they neologisms? - "the spitty atmosphere", "Francis did not carry the ball", "the Cooper was too unbelievable to keep secret..."). What the reader does then will depend on his background. If he is a biologist he should carry straight on with other viewpoints and the reviews. If he is not he might turn back to Stent's introduction first.

The reviews are more interesting in hindsight for *The Double Helix* was a bestseller and it is nice to see the generous (Alex Comfort and Bronowski) predicting this and the pique (such as Waddington, who seems to reckon he should have had a Nobel Prize for simply being around in the thirties) praying for the opposite result. By far the best review is Medawar's, which is urbane, full of ideas and beautifully written. If you are really pressed for time just read this. But try to read them all: it makes a fascinating book even better.

To kill or not to kill the sons of Brutus

J. H. Whitfield on a study of Machiavelli

Machiavelli, By Quentin Skinner. Oxford University Press Past Masters Series, £4.50, 0 19 281303 3, £1.25, 287516 7.

All who wish to be outraged by Machiavelli will be grateful to this little book. But they will do well to resist the temptation to take pious umbrage at the title. Take p.

In where Professor Skinner says Caesar Borgia "arrived to promote the candidacy of cardinal Giuliano de' Rovere" in the conclave of 1503: That is like saying that Adam Scargill came to whip up votes for Mrs Thatcher. Instead, he had boasted he would stop both coming, and election; and when Giuliano looked a winner, Caesar Borgia switched his Spanish votes, and they elected Pius III. But when Pius died, and Giuliano was poised for his landslide victory, Caesar Borgia made the fatal error, trusted the promises of his enemy.

Amidst the confidence of his book narrative this is a flaw which shows its brittle quality. This extends to the treatment of the Prince. Professor Skinner has taken over the idea that the Prince betrays the humanist tradition. He is so taken by this theory, that though he quotes both Bacon and Machiavelli he cannot see what they mean. What Machiavelli offered was his "long experience of modern events" and his constant study of ancient ones". And if you count the authors whom he quoted (Justin, Livy, Herodian, Tacitus)

come its redeemer, he proposes *arripe proprie*, citizens, not mercenaries, "because you cannot have more faithful, real, or better soldiers". No one who reads Professor Skinner's truncated version of the Prince will see how this could be.

The Prince was revolutionary as the first treatise built on history. The *Discourses on Livy*, pace Professor Skinner, are equally new. He says they are a "typically humanist commentary on an ancient text". Machiavelli was "on surer ground when he said he 'had entered on a way that none had trod'". And here he had turned a tradition upside down, but it was a recent one. The fifteenth century is full of commentaries; they huddle in flocks around the text, and look inwards to serve it. The *Discourses on Livy* abandon the text, and look outwards, to find lessons for the world. If Professor Skinner knows a precedent, let him name it.

Now since the *Discorsi*, the first great attempt at an *esprit des lois*, the basis for classical republicanism in Europe, is full of Machiavelli's enthusiasm for the incorrupt days of Rome, it is easier to warm to than the Prince. But Professor Skinner knows it is the same author who wrote both books, and this allows him to dig a trap, into which he falls. He quotes Machiavelli on the necessity "to kill the sons of Brutus", and says it comes "in his latest lines". Four pages later, he comes back to the sons of Brutus, for Piero Soderini,

who failed to eliminate their equivalent, the partisans of the Medici, who then destroyed him. "He scrupled to do evil that good might come of it". Professor Skinner did not know that the "sons of Brutus" are the great exemplar of republican virtue - I mean, of course, their father is. Here Machiavelli is the heir, and congener, of Virgil, and Dante. For Virgil, see this glow for Brutus in *Aeneid* VI 820; for Dante, see *Convivio* III v, where the virtue of Brutus, condemning his own golly sons is one of the proofs of the "divine" nature of Rome's citizens; or see Monarchia II, where Dante recalls his first three chapters.

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Through the fraternal looking glass

Marion Glastonbury reviews a biography of Alice James, sister of Henry

Alice James: a biography. By Jean Strouse. Cape £9.95. 0 224 01436 6.

Henry James summed up the aspirations of his family when he wrote: "Try to be one on whom nothing is ever lost": a precept magnificently practised by his sister's biography.

At first glance, Alice James's sole claim to fame seems to be her supporting role in the achievements of her elder brothers. Both were recognized as masters of the contemporary mind: William by virtue of pioneering pre-eminence in philosophy and psychology, and Henry through the exploration of character, motive and sensibility, in transmuting fictional forms.

Alice's marks of distinction were the negative counterpart of the James renown, and the pathological subject of their analysis. Where her father and brothers were original, she was eccentric. Where they displayed insight, incisiveness and iconoclasm, she appeared sardonic, brittle, sharp-tongued. Despite early promise as "heir of the paternal wit and the maternal world", she published nothing but two letters to the Press during her life-time; and, notwithstanding a gregarious nature and a passion for travel, she spent much of the period between her first depressive breakdown in 1868 and her death at the age of 42 in 1892, confined to bed, exercising what William called her "imperious will and piercing judgement" on one devoted female friend, transatlantic correspondence, and a few local callers.

"Thanks to Jean Strouse's inspired scholarly reconstruction of this obscure woman as if they were our own, convinced that the private ordeal of one blighted intelligence illuminates significant conflicts of the age."

The answer to the question "What's wrong with Alice?", which preoccupied her solicitous circle and prominent "nervous doctors" a century ago, lay not in the fashionable symptomatology of neurasthenia. One

sceptic observed that hysteria might as well be named "mythia") nor in a perverse self-inflicted rejection of opportunity by a girl born to material and cultural privilege. The explanation for causeless pain and incapacity must be sought in a wider social and historical context. Thwarted energies and recurrent crises — the lassitudes, prostrations and violent outbursts to which delicate female organisms were considered prone — are readily understood in the light of the contradictory pressures, the restrictive definitions of their true selves and proper function, to which upper-class girls were subjected.

Alternately flattered and mocked in childhood, roused to emulation and then left to educate herself, Alice found no intellectual vocation, no autonomous role, no useful work, to free her from the domestic immolation exemplified by her mother and aunt, and from the consecrated innocence, tireless altruism, and unremitting availability expected of a daughter. Familial claims were rendered irresistible by her admiration for the men who made them, liberal protectors, enlightened reformers, who desired nothing but her happiness (a dilemma that perhaps compounded the despair of Eleanor Marx and Virginia Woolf).

At 19, Alice knew that "the silver head of the benignant pater" which, she says, she was tempted to knock off, as they sat together in the library, contained the finest thoughts, the highest principles, the most tender affections in New England. Rebellious rage was therefore a sin against every ideal; evil, irrational, insane. She took to her bed in the exhausting struggle to control it. "I was borned and never knew reason."

Valeudinarianism became her profession, affording scope for heroic perfectionism that had no other outlet, now that her frailty had proved her unfit for "conscious and continuous cerebration". In middle age, she enjoyed baffling successive doctors with intractable ailments, as if the defeat of their masculine expertise would avenge the early sexual humiliation of waiting for suitors

who never came. When breast cancer was finally diagnosed, she rejoiced in the prospect of "divine cessation", welcoming a task — "the supremely interesting moment" — that would put her qualities to the test. In the words of her compatriot Sylvia Plath,

"Dying is an art, like everything else. I do it exceptionally well."

In 1894, Henry James was surprised to receive from Katharine Loring, Alice's erstwhile companion, a posthumous copy of the journal which his sister had kept in secret for the last three years of her life. Henry and Alice had been exceptionally close, united, he believed, in an identity of sensation. In exchange for her exactions of sympathy, she had entered vicariously into all the vicissitudes of his career. His debt to her, generously acknowledged as "my greatest social resource", pervades his books. He had spoken for them both. So Katharine's wish to publish these intimate diaries was superfluous; indeed alarming.

For Alice had finally emancipated herself from the determinism of her father's ideas, praised the George Sands and George Eliots who defied stultifying conventions, and espoused the cause of women's rights from which she had previously been held back by fraternal ridicule. In Boston, she had helped to organize a correspondence course in history for girls; in England, she recorded startlingly radical convictions, supporting Home Rule for Ireland, condemning the murderous humbug of imperialism, and applauding the Hyde Park protests of an exploited work-force. In anticipation of redistributive change, she celebrated the decline in revenue from her own investments, a characteristic expression of ironic detachment from capitalist self-interest, and an implicit repudiation of her origins.

Henry burned his copy of the journal and prayed that no complete reproduction of it would ever reach the world. Nor did it until 1964. The world had to wait 40 years even for



Alice James, June 1870

the publication (in 1934) of the first edition of extracts which omitted proper names, political comment, newspaper references: a re-enactment by posterity of the exclusion from public participation that Alice James had experienced for her own good, from the first.

through pleasing your teacher. Teacher expectation, the apple syndrome, call it what you will, the whole behavioural element in teaching has become more significant as corporal punishment has withered and curricula have become more variegated. Everybody performs better if someone else says so.

What Martin does, however, is to poke around at some of the strategies pupils use to avoid notice or make a small amount of work go further. He has advice on how teachers may avoid or triumph in classroom power struggles. He is strong, but not cynical, on just that nitty-gritty series of relationships which come up more often in a schoolroom than in a book. He is appreciative by the originators for at the end of each book is a field guide to the birds, mammals, plants, fish and reptiles to be found in the pictures.

Each page is a pleasure to look at, and an education to derive into a fact appreciated by the originators for at the end of each book is a field guide to the birds, mammals, plants, fish and reptiles to be found in the pictures.

Most research and analysis of the curriculum operates on a lamentably short timescale. It is a pity that the National Child Development Study, for example, has not asked detailed questions about the long-run impact of learning French in the primary school, or how or how often it is used in the home, or how it is used in the workplace. It is a pity that the National Child Development Study, for example, has not asked detailed questions about the long-run impact of learning French in the primary school, or how or how often it is used in the home, or how it is used in the workplace.

Davis is helpful in going beyond a discussion of the "how" of curriculum evaluation and the various theoretical approaches that have been used. He suggests that this is not still too easy for individuals to feel that they have done enough by teaching the curriculum they are given without commenting on its outcome or effectiveness.

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Dragging both feet?

Richard Bourne on evaluating the curriculum

Teachers as Curriculum Evaluators. By E. Davis. Allen and Unwin £11.50. 0 04 373005 1. £5.50. 373006 X. Teaching through Encouragement. By Robert J. Martin. Prentice Hall £7.10. 13 896266 9. £3.20. 896258 8.

At a time when the Schools Council's continued existence is in question, when teachers' centres are suffering from the financial squeeze, and when central government, local authorities and governments are leaning harder on the curriculum, it makes sense to ask how far teachers themselves can or should evaluate their curricula as they go along.

But, as Ed Davis quotes another teacher, "I have to make decisions in his work examined? As he sees it, absolutely nothing. He is exposing himself to administrators and parents. He risks damage to his ego by finding out he is not doing his job as well as he thinks he is. Perhaps worst of all, he risks discovering that his students do not really care for him; something a teacher would rather not know."

The culture of this school, others say, is one of "excellence". Only one teacher, however, has the guts to say that this is not so. He is a young man, a teacher, who is not afraid to say that this is not so. He is a young man, a teacher, who is not afraid to say that this is not so.

There are three disadvantages with this bland, non-threatening approach. The first, as the Schools Council has found throughout its existence, is that it may not carry conviction: outside the teaching force itself. The second is that only four of the eleven different types of evaluation listed by Davis can be carried out by teachers on their own. The third is that, in spite of the "excellence" involved in creating curricula in Britain, it is still too easy for individuals to feel that they have done enough by teaching the curriculum they are given without commenting on its outcome or effectiveness.

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On firm foundations

F. W. Kellaway on accounting

Numeracy and Accounting. By G. Wilkinson. Hulton £3.80. 0 7175 0841 2. Quantitative and Accounting Methods. By B. Edwards. Macdonald and Evans £4.25. 0 7121 1704 0. Business Mathematics. By M. L. Blidinger and W. B. Rudolph. Addison-Wesley £10.35. 0 201 00283 3.

Now the flow of books for the new Business Education Council course is in spate. Two which stand out are concerned with costing and accountancy.

The Hulton book starts at the most elementary stage possible with definitions of a number and its digits, and explanations of the basic principles of the four rules of arithmetic. There follows a chapter on such fundamentals as square roots, simple equations and the metric system. So the first ten per cent of the text is taken up with work which might reasonably have been expected to be fully grasped many years before a student enters the tertiary education stage to prepare for a business career. If these expectations are justified, space could have been saved in this large book of over 250 pages. Costs, too, might have been reduced. Although the price of this particular volume is modest, it is only one of several required in a year's course, and resources are limited.

There is, however, another side to the picture. Many lecturers in higher education will argue that students to their colleges do in fact lack the groundwork, and do need to revise it (alas, a euphemism) before embarking on practical studies. If there is justification for this, serious doubts must arise

about the quality of some school-teaching and the suitability of some schoolleavers for employment in any work demanding a modicum of educational attainment.

These are major issues. It must be assumed that the authors of the first pair of books (who are respectively a lecturer at Windsor and Maidenhead College and Principal of Aberdeen College of Commerce) have a thorough knowledge of students' needs and have planned their work accordingly.

So we have one-tenth of one book dealing with arithmetic before we come to a most sensible chapter on the development and purpose of accounting. Immediately afterwards there is a plunge into the double-entry system of book-keeping, trial balances, trading and profit and loss accounts, and the balance sheet.

All this is clearly and precisely set out, but occupies only a little more space than the earlier arithmetic. Those students who needed that revision will surely be hardput to cope with these new concepts and procedures.

There is, obviously, much more in the remaining, major part, of this comprehensive and painstaking text. The various books (cash, ledger and so on) are considered, with their reasons d'etre and usages carefully and helpfully explained. Principles of cash flow, reserves and other provisions, and introductions to the interpretation of statistics and linear programming are all admirably demonstrated.

An excellent review of the appropriate parts of statistical methods is included also by Mr Edwards in his preface to the text which covers the B.E.C. core module 5 and is suitable for a range of comparable examinations. The bulk of his work naturally is concerned

with the principles of costing in its various aspects, and with the compilation, presentation and interpretation of accounts. The whole assumes a good standard of numeracy and literacy in its readers.

The practical examples and lucid text (and the self-assessment questions placed at the end of each chapter) carry the stamp of a first-class teacher, and students on relevant courses will be well served by this book. It must, however, be hoped that such students will have been selectively enrolled. There is no kindness in pretending that all animals are equal, and that everyone is equally capable of tackling these quite demanding courses, and so may proceed on the road leading to a position as a business executive.

Coincidentally, an American book also suggests that "students enrolled in business or business technologies programs" may require "a review of basic skills" so that the first 3 of 15 chapters deal with primary school arithmetic. Then come details of "day-to-day business operations" including banking, credit transactions, taxation, insurance and the stockmarket.

The lavish presentation makes this work attractive, and it could be a constructive library accession. There are some confusions to British eyes in a table of metric units of mass including one "dekagram" falsely abbreviated to *dkg*. True, the correct *dag* is used subsequently, but on the same page it is stated that "1 metric ton is about 2200 lb, which is just a bit more than 1 non-metric ton". Students might not appreciate the difference between the long ton and the short ton, and "just a bit more" is a loose phrase.

Natural histories

Year of the Barn Owl. 0 460 06958 6. Year of the Golden Eagle. 0 460 06919 5. By John Andrews. Devilled and illustrated by Terry Riley. Dent £3.95 each. A Child's Book of Birds and Flowers. £2.46 11549 1. A Child's Book of Butterflies and Moths. £2.46 11550 5. By Michael Chiswick. Granada £2.95 each.

Terry Riley's *Golden Eagle and Barn Owl* are a triumph. It is rare for the text in this genre of non-fiction to succeed in its own right as a story, but these books are very sensitively written and enjoyable — even moving to read. They are informative without becoming stilted. The illustrations are breathtakingly good. Each page is a pleasure to look at, and an education to derive into a fact appreciated by the originators for at the end of each book is a field guide to the birds, mammals, plants, fish and reptiles to be found in the pictures.

In the context of these landscapes, it is natural to find a different range of wildlife from that we have in Britain. In the *Barn Owl* we learn about Serins, Golden Orioles, Wild Boars,

Polecats and Hoopoes, among other creatures rarely or never found in Britain. There are exciting animals to be encountered in the *Golden Eagle* too: Wapiti, Cougar, Wolverines, Wolves, Skunks and Moose, as well as many which are also familiar to us. Brilliantly conceived and presented these books mark a striking advance in this area of publishing. They are more than simply bird books: I would recommend them to any child with an interest in natural history.

In comparison, the illustrations in *A Child's Book of Birds and Flowers* and *Butterflies and Moths* are creditable publications. Michael Chiswick's species-by-species text is informative and simply written. The connections between the butterflies and plants are more direct than the birds, but in both books the format works well, and they are accurate and enjoyable.

Francesca Greenoak

Gandhi in context

Gandhi. By F. W. Rawling. Cambridge University Press £1.80. 0 521 20715 0.

Rawling moves slowly and methodically through the key stages of Gandhi's life, and provides a balanced account and assessment. His treatment of Gandhi's childhood and youth is especially to be commended: he takes appropriate opportunities to explain the Indian background unobtrusively. Gandhi's character is quickly established through events with the context in which Gandhi moved and worked is made clear from the first.

Gandhi's life, as a student in England, undoubtedly influenced

him deeply. After frantic efforts to fit in with English ways, he realised that neither French nor dancing was for him. Sir Edwin Arnold's *Light of Asia*, and Edwin Arnold's *Light of Asia*, helped to turn him back to his own traditions. Henceforth he would be more and more indelibly Indian, more and more indelibly Indian, more and more indelibly Indian, more and more indelibly Indian.

Rawling does not put it as strongly as that, preferring the middle-of-the-road Western-congruous view of Gandhi as a man who

mobilised a fifth of the human race for national liberation. This makes it a sound text-book, which is elegant and occasionally eloquent. A warmly human and well-rounded portrait of Gandhi is rendered even more attractive by photographs, maps, drawings, facsimiles, engravings, and cartoons from contemporary life.

Prabhu S. Gupta

Correction

The Role of the Laboratory in Physics Education, edited by G. Jones and J. L. Lewis, reviewed in TES on May 29, is available from the Association of Science Education, College Lane, Hatfield, Herts and not as stated. The Middle Ages 1327-1485 (£2.50) by Acland and Birt, also reviewed on May 29, is part of Edward Arnold's Involvement in History series.



eggs,

On Market Street is a most attractive and unusual alphabet book with jewel-coloured pictures by Anita Lobel and words by her husband Arnold. (Ernest Benn £3.95).

Children's literature

Another log on the fire

Chun's Chinese Dragon. By Jane Holiday. The Video Affair. By Richard Denham. Specs Forever. By Agnes Szudek. Eagle's Egg. By Rosemary Sutcliffe. Antelope Books: Hamish Hamilton, £2.25 each.

The Wrong Side of the Bed. By Denise Hill. John Logan's Rooster. By Jenny Koralek. The Birthday Cake. By Patricia Cleveland-Peck. Cloddy. By Pamela Oldfield. Gazelle Books: Hamish Hamilton, £1.80 each.

This latest batch of "Antelope" and "Gazelle" books are as uneven as any group of disparate, sometimes desperate writers could make them. One wonders how Rosemary Sutcliffe feels to have her *Eagle's Egg* in the same basket as the dragon's in Jane Holiday's story.

The homesick Chinese boy in *Chun's Chinese Dragon* is hampered by po-faced, long-legged illustrations, and this transitions from reality to fantasy, as if being Chinese explains the magic, and poor Mrs Etchells, the school caretaker, in her crimped dress, duffle coat and "short, thick legs encased in dark brown tights and red slippers" should go straight before the Court of Human Rights to protest against stereotyping.

Obstinate and determined are all you can say of Andrew in Richard Denham's *The Video Affair*. Oh, and he likes bicycles, can use a video camera, and must learn to control his devil-may-care attitude if he wishes to join the Force himself when he grows up. A fair cop and robbers, helped this time by energetic illustrations.

Specs Forever is Agnes Szudek's moral tale about willpower and wearing glasses, though our hero spends most of the book taking them off. Chapter divisions are poor; there are too many drawings of pippit children, and a proliferation of Action men, to show that specswearers aren't classy, but nicknames, onomatopoeia and children's chants enliven the text.

So Rosemary Sutcliffe's Roman romance sits ill at ease. Her old storyteller might almost vent her own frustration with his opening: "All right, then, if it's a story you're want-

ing, throw another log on the fire." It's a grandfather talking across two generations, covering years while others dwell on seconds, including political thoughts on slavery, not shirking the blood of battle: "smashed chariots and dead horses, and dead men among the blood-sodden heather." Such assurance, compassion and beautiful texture, Rosemary Sutcliffe can make us all fall in love with Cordelia by the turn of two or three phrases. One wonders about misuse of talent; how much the format restricts and reduces. The plot is weak, where descriptions are strong, and the marching, fighting section may lack immediate interest, for a nine year old. Has she wasted her breath? Ah well, throw another log on the fire.

More Action men in *The Wrong Side of the Bed*. Are these macho minnequins taking over? Danny's bio-rhythms are off, but he learns to look on the bright side and there's plenty for a seven year old to identify with in Denise Hill's catalogue of disasters and Doreen Caldwell's exuberant drawings.

It's an age for extending your horizons, apparently. John Logan is a town boy, so *John Logan's Rooster* includes a visit to the zoo and an allotment. It's the mother I sympathize with — no mention of Dad — and nostalgia for her rural youth. But children will respond to Jenny Koralek's fine enthusiasm for the rooster and John's gift for causing chaos.

In *The Birthday Cake* Karen learns to bake, and you could too from the detailed hints. She is already expert in sheep rearing, spinning fleece and other ethnic occupations. Losing a ring and finding it might interest girls, but boys will reject this maternal group.

Cloddy by Pamela Oldfield fosters a sentimental attachment to toys; the bane of so many mothers' lives. It is slow, predictable and soft. Lynn thinks better of a generous impulse to donate her old rocking-horse to a jumble sale, and wants him back. What's all this? We should be encouraging humour, resilience, a sense of adventure and independence in our seven year olds.

Perhaps it's publisher's policy to vary the challenge if not the standard within the series. While I agree that difficult isn't necessarily best, they do however owe us competent illustrations and lively storytellers. Even for £1.80.

Jenny Oldfield

Jafta's Family Series

"When I'm happy, I purr like a lion cub..."



Stories by Hugh Lewin
Pictures by Lisa Kopper

Four picture books that are relevant to any child, anywhere. In simple expressive language an African boy talks about himself, his mother, his father and a wedding in his family.

"This is the kind of depicting image children need of cultures other than their own. These are the kind of children's book of which there can never be enough — comprehensible yet enriching, widening horizons, enlightening and delighting."

Gillian Kilian T.E.S.

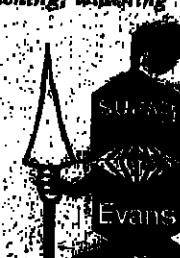
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Jafta's Mother

Jafta's Father

Jafta's Wedding

Each 24pp. 1037 x 225mm £2.50 net



MIDDLE SCHOOL DEPUTY HEADSHIPS

SUFFOLK
ST. ANDREW'S MIDDLE SCHOOL
 100, Hill Road, Great Cornard, Suffolk.
 Required for September 1981. Mixed comprehensive 9-13. 120 on roll. Salary £5,500-6,500. Details on request. (16115) 051-80

Remedial Posts

DORSET
ST. ANDREW'S MIDDLE SCHOOL
 Cranborne, Wiltshire.
 Remedial posts for September 1981. Salary £5,500-6,500. Details on request. (16115) 051-80

By Subject Classification

English

STAFFORDSHIRE
EDUCATION COMMITTEE
 EDGAL MIDDLE SCHOOL,
 Edgale, Stafford.
 Required for September 1981. Mixed comprehensive 9-13. 120 on roll. Salary £5,500-6,500. Details on request. (16115) 051-80

Humanities

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Mathematics

BERKSHIRE
SOUTHAMPTON
ST. ANDREW'S MIDDLE SCHOOL
 100, Hill Road, Great Cornard, Suffolk.
 Required for September 1981. Mixed comprehensive 9-13. 120 on roll. Salary £5,500-6,500. Details on request. (16115) 051-80

DEVON
 Please see advertised advertisement on page 56 (17479) 054-80

Modern Languages

Heads of Department

SUFFOLK
BLACKBURN'S C.E. CONTROLLED MIDDLE SCHOOL
 100, Hill Road, Great Cornard, Suffolk.
 Required for September 1981. Mixed comprehensive 9-13. 120 on roll. Salary £5,500-6,500. Details on request. (16115) 051-80

Other Posts on Scale 2 and above

MERTON
LONDON BOROUGH OF MERTON
 100, Hill Road, Great Cornard, Suffolk.
 Required for September 1981. Mixed comprehensive 9-13. 120 on roll. Salary £5,500-6,500. Details on request. (16115) 051-80

Scale 1 Posts

BERKSHIRE
NORTHAMPTON ST. MARY'S MIDDLE SCHOOL
 100, Hill Road, Great Cornard, Suffolk.
 Required for September 1981. Mixed comprehensive 9-13. 120 on roll. Salary £5,500-6,500. Details on request. (16115) 051-80

Music

EAST SUSSEX
COUNTY COUNCIL
HOVE AREA
HOVE BOVE MIDDLE SCHOOL
 100, Hill Road, Great Cornard, Suffolk.
 Required for September 1981. Mixed comprehensive 9-13. 120 on roll. Salary £5,500-6,500. Details on request. (16115) 051-80

Physical Education

BEDFORDSHIRE
DAUNSBURY MIDDLE SCHOOL
 100, Hill Road, Great Cornard, Suffolk.
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STAFFORDSHIRE
EDUCATION COMMITTEE
EDGAL MIDDLE SCHOOL
 Edgale, Stafford.
 Required for September 1981. Mixed comprehensive 9-13. 120 on roll. Salary £5,500-6,500. Details on request. (16115) 051-80

Science

HARROW
EDUCATION COMMITTEE
ST. ANDREW'S MIDDLE SCHOOL
 100, Hill Road, Great Cornard, Suffolk.
 Required for September 1981. Mixed comprehensive 9-13. 120 on roll. Salary £5,500-6,500. Details on request. (16115) 051-80

Technical Studies

Heads of Department

SUFFOLK
ST. ANDREW'S MIDDLE SCHOOL
 100, Hill Road, Great Cornard, Suffolk.
 Required for September 1981. Mixed comprehensive 9-13. 120 on roll. Salary £5,500-6,500. Details on request. (16115) 051-80

Other than by Subject Classification

Other Posts on Scale 2 and above

HARROW
EDUCATION COMMITTEE
ST. ANDREW'S MIDDLE SCHOOL
 100, Hill Road, Great Cornard, Suffolk.
 Required for September 1981. Mixed comprehensive 9-13. 120 on roll. Salary £5,500-6,500. Details on request. (16115) 051-80

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NORTHAMPTON ST. MARY'S MIDDLE SCHOOL

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Secondary Education

Required for September 1981. Mixed comprehensive 9-13. 120 on roll. Salary £5,500-6,500. Details on request. (16115) 051-80

Headships

HAMPSHIRE
HAMPTON PARK SCHOOL
 100, Hill Road, Great Cornard, Suffolk.
 Required for September 1981. Mixed comprehensive 9-13. 120 on roll. Salary £5,500-6,500. Details on request. (16115) 051-80

WEST GLAMORGAN County Council

Applications are invited for the following posts in the September 1981 or as soon as possible thereafter.

Teaching Vacancies

CENTRAL OFFICE APPOINTMENTS

A PERIPATETIC VIOLIN INSTRUMENTAL TEACHER is required to teach in West Glamorgan Primary and Secondary Schools. This is a Scale 2 post for qualified teachers but other experienced musicians would be paid as instructors (minimum qualifications - Associated Board's Grade VIII). The ability to teach the cello would be an added advantage. (Post ref. 1-8-81).
 A PERIPATETIC WOODWIND TEACHER is required to teach in West Glamorgan Primary and Secondary Schools. This is a Scale 2 post for qualified teachers but other experienced musicians would be paid as instructors (minimum qualifications - Associated Board's Grade VIII). The ability to teach the cello would be an added advantage. (Post ref. 1-8-81).
 Applications are invited from suitably qualified and experienced teachers for the post of ADVISORY TEACHER FOR PRIMARY MUSIC to work in association with the County Adviser in Music in promoting the development of music in primary schools. This is a Scale 2 post for qualified teachers but other experienced musicians would be paid as instructors (minimum qualifications - Associated Board's Grade VIII). The ability to teach the cello would be an added advantage. (Post ref. 1-8-81).

SERVICE FOR THE HEARING IMPAIRED

Applications are invited from Qualified Teachers of the Deaf to join the Service for the Hearing Impaired, to work initially in the following posts:
 (i) ASSISTANT TEACHER, OLCHA COMPREHENSIVE SCHOOL. As one of two assistant teachers in the tutorial unit attached to the above school. (Scale 1 plus Special Class Allowance). (Post ref. 4-8-81).
 (ii) ASSISTANT TEACHER, CWMATWE COMPREHENSIVE SCHOOL. As one of two assistant teachers in the tutorial unit attached to the above school. An applicant who is able to offer a particular expertise regarding domestic science and child care would be an added advantage. (Scale 1 plus Special Class Allowance). (Post ref. 5-8-81).

SWANSEA DISTRICT APPOINTMENTS

(District Education Officer, Swansea District Education Office, Princess House, Princess Way, Swansea).
 Cefn Henog Comprehensive School, Caldicot Road, Winch Wen, Swansea (Mixed) (1980 on roll) (Age range 11-18 years). This is a Social Priority School.
 (i) A well qualified teacher with wide experience in positions of responsibility is required as SENIOR MISTRESS/MASTER. The successful candidate will have important functions to fulfil in administrative, pastoral and academic areas. This is a redeployment post. (Deputy Head Salary Scale - Group 12). (Post ref. 6-8-81).
 (ii) A well qualified teacher of ENGLISH is required to teach in the above school. (Scale 11) (Post ref. 1-8-81).
 Bishop Gore Comprehensive School, De-la-Bache Road, Sketty, Swansea (Mixed) (1784 on roll) (Age range 11-18 years).
 A suitably qualified temporary teacher of GENERAL SUBJECTS is required, for one year only commencing in September 1981. Applicants must also be able to assist with BOYS' P.E./GAMES. (Scale 11). (Post ref. 8-8-81).

MORRISTON DISTRICT APPOINTMENTS
 (District Education Officer, Morriston District Education Office, Neath Road, Morriston, Swansea).
 Morriston Senior Comprehensive School, Heol Mase Eglwys, Cwmrhdydyfyr, Morriston, Swansea (Mixed) (1065 on roll) (Age range 11-18 years).
 A good honours graduate is required to be second in the Department to teach ENGLISH across the ability range and to be responsible for one of the major functions of the Department. (Scale 31). (Post ref. 9-8-81).

Application forms and further particulars of the above posts can be obtained from the appropriate office shown, whether Central or District. Applicants are requested to forward a stamped addressed envelope, quoting the appropriate post reference number.

The closing date for the receipt of completed application forms is Thursday, 25th June, 1981.

JOHN SEALE
 Director of Education

HERTFORDSHIRE

to the Director of Education, P.O. Box 80, Council House, Hertford, Herts. SG1 1JH. (16115) 051-80

CITY OF METROPOLITAN DISTRICT COUNCIL
CITY OF METROPOLITAN DISTRICT COUNCIL
 112 - 181, High Street, London WC2N 6JF.
 Required September 1981 for Head Teacher (Group 11).
 Application forms and further details available on request to the Director of Education, P.O. Box 80, Council House, Hertford, Herts. SG1 1JH. (16115) 051-80

WEST SUSSEX
DOWNLANDS SCHOOL
 112 - 181, High Street, London WC2N 6JF.
 Required September 1981 for Head Teacher (Group 11).
 Application forms and further details available on request to the Director of Education, P.O. Box 80, Council House, Hertford, Herts. SG1 1JH. (16115) 051-80

EDUCATION COMMITTEE
WHITBURN MIDDLE SCHOOL
 112 - 181, High Street, London WC2N 6JF.
 Required September 1981 for Head Teacher (Group 11).
 Application forms and further details available on request to the Director of Education, P.O. Box 80, Council House, Hertford, Herts. SG1 1JH. (16115) 051-80

Ysgol Gytun Ystalyfera, Glynarfyr Road, Ystalyfera, Swansea. (Mixed) (1985 on roll) (Age range 11-18 years).

A graduate teacher of BIOLOGY is required to assist with the teaching of the subject up to 'O' and 'A' level and to teach within an integrated science programme in the Lower School. The subject is taught through the medium of English, but applicants must be fluent in Welsh. (Scale 2). (Post ref. 10-8-81).

NEATH DISTRICT APPOINTMENTS

(District Education Officer, Neath District Education Office, Cadroxton Road, Neath) Cefn Saeon Comprehensive School, Cefn Neath (Mixed) (873 on roll) (Age range 11-18 years).
 An assistant teacher is required to teach FRENCH to all levels including 'O' and CSE and to assist with the teaching of Welsh to lower and Junior forms. There are two other teachers of French and Welsh at the school. (Scale 1). (Post ref. 11-8-81).
 Cwrt Sart Comprehensive School, Briton Ferry, Neath. (Mixed) (820 on roll) (Age range 11-18 years).
 An assistant teacher of CHEMISTRY and INTEGRATED SCIENCE is required, to teach Chemistry to 'O' level. (Scale 1). (Post ref. 12-8-81).
 Llangatwg Comprehensive School, Cadroxton, Neath. (Mixed) (1381 on roll) (Age range 11-18 years).
 An assistant teacher is required to teach ENGLISH, MATHEMATICS and GENERAL SUBJECTS, mainly to pupils in the Lower band. This is a temporary post for one year only. (Scale 1) (Post ref. 13-8-81).

Applications are invited from suitably qualified and experienced teachers for appointment as

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BOROUGH OF HARINGEY

HORNSEY SCHOOL FOR GIRLS (Group 12)
 Underwood Road, London N8 9JF.
 Applications are invited for the post of

HEAD TEACHER

vacant from 1 January 1982 following the retirement of the present holder.
 This is an 11-18 school with a roll of some 1200 pupils, including 250 in the sixth form, and a staff of 75 teachers. The school moved to its present well-equipped site in 1971. Social Priority Allowance £201,228. London Allowance (£768) payable. Removal Expenses 100% allowed in approved cases.
 Forms of application, together with further particulars (a.s. please), available from the Chief Education Officer, Education Office, 48-52 Station Road, Wood Green N22 7TY, to whom the forms should be returned, with a letter of application, by Monday 22 June 1981.

NORTH YORKSHIRE COUNTY COUNCIL SETTLE MIDDLE SCHOOL (GROUP 8)

Applications are invited from suitably qualified and experienced teachers for appointment as

HEAD

of this Middle School (deemed Secondary) for pupils aged 10-13. The appointment will take effect from 1 January, 1982. There are approximately 310 pupils on roll.

Further details and application forms (to be returned by 28 June, 1981) may be obtained on receipt of a stamped addressed envelope from the County Education Officer, Room 143, County Hall, Northallerton, DL7 8AE.

Leicestershire

MELTON MOWBRAY LONG FIELD (NEW) HIGH SCHOOL (A Leicestershire Plan 11-14 High School)

HEADSHIP GROUP 7 (PROVINCIAL)

Head required January for this interesting new co-educational 11-14 high school which will open in August 1982 (estimated N.O.R. on opening 142 rising to between 400-450 in August 1984). This is a challenging post offering excellent opportunities for someone with enthusiasm, ideas and imagination, experience in curriculum development and a concern for the educational needs of individual children. Details on request (S.A.E.).

Apply two forms with full particulars and names and addresses of two referees to the Director of Education, County Hall, Glenfield, Leicestershire LE3 8RF by 1st July.

CAMBRIDGESHIRE Cambridge Area

Bassingbourn Village College

Warden

Required for January 1982 or earlier. In the Village College tradition, this 11-18 comprehensive school has full responsibility for community education in the surrounding area. The Warden is Head of the school and is also responsible for community activities within the College, for which an allowance is paid (currently £1,722).

The College (Bumham Group 8) is in pleasant rural surroundings. Further details and application forms may be obtained from the Senior Area Education Officer, Shire Hall, Gloucester Street, Cambridge CB3 0AP (large a.s. please). Closing date for applications 29th June, 1981.

JOHN SEALE
 Director of Education

Deputy Headships Second Masters/Mistresses

DEVON
 Please see advertised advertisement on page 56 (17478) 051-80

DORSET
ST. ANDREW'S MIDDLE SCHOOL
 100, Hill Road, Great Cornard, Suffolk.
 Required for September 1981. Mixed comprehensive 9-13. 120 on roll. Salary £5,500-6,500. Details on request. (16115) 051-80

ESSEX
ST. ANDREW'S MIDDLE SCHOOL
 100, Hill Road, Great Cornard, Suffolk.
 Required for September 1981. Mixed comprehensive 9-13. 120 on roll. Salary £5,500-6,500. Details on request. (16115) 051-80

HEREFORD AND WORCESTER COUNTY COUNCIL
GRAMMAR SCHOOL
 Upper Tything, Worcester, WR1 1BT.
 Voluntary aided, 800 boys, 200 in Sixth Form, 1982.
 (11-18)
 Required for September 1981 or January 1982. Second Deputy Headship (Group 10). Salary £11,000-12,000. Details on request. (16115) 051-80

HEREFORD AND WORCESTER COUNTY COUNCIL
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KINGSTON UPON THAMES

ROYAL BOROUGH OF KINGSTON UPON THAMES
ST. ANDREW'S MIDDLE SCHOOL
 100, Hill Road, Great Cornard, Suffolk.
 Required for September 1981. Mixed comprehensive 9-13. 120 on roll. Salary £5,500-6,500. Details on request. (16115) 051-80

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ROYAL BOROUGH OF KINGSTON UPON TH

extra

WHICH WAY FOR NEEDLEWORK?

Can the subject still have a valid place in the curriculum asks Gillian Thomas



The basic skills of dressmaking learned at school with a dedicated teacher can last a lifetime.

Every time I darn a sock, memories of my first needlework lesson at secondary school - now some time ago - come flooding back. However, the meticulous techniques I was taught have never really established themselves as part of my hurried household routine.

Today many of the 12 and 13-year-olds in my class are learning to sew. Doubtless though, the presence in some classes of boys has added a new dimension to the task of producing the ubiquitous cookery apron.

Is this what needlework is really all about in these times of high technology? Or can the subject still claim to have a valid place in the curriculum? "Needlework will certainly die as an academic subject at A level unless some radical changes take place quickly," predicts Dr John Keighley, lecturer in Fibre Science in the Department of Textile Industries at Leeds University. "It will be degraded to just a craft level, with children learning to sew for little more than its hobby element."

There is certainly a place for it as a practical subject up to secondary level. But after that, the approach needs to change, with over-12s learning some hard facts as well.

Dr Keighley's views are echoed by the more progressive needlework specialists in schools. They condemn fluffy pink rabbits and classic skirts, however beautifully sewn, as no longer being the be-all and end-all of

classwork.

Their concern is to revitalize the subject and make it more relevant - and hence attractive - to both girls and boys. As Margaret Sledge, head of Home Economics and Textiles at Barton Peveril Sixth Form College, Hampshire, and a member of the London University Examination Board says:

"I am interested in spending many months toiling over one garment and then not being able to wear it until it has been assessed by an examiner."

"The scope for interesting work at all levels is enormous. As well as the scientific, technical and historical aspects, there is the consumer angle: how to buy clothes and household items, their relative prices and after-care, and design and fashion, angles, including how to team up accessories and colours."

For this reason, Sheena Falconer, lecturer in Textiles at Robert Gordon's Institute of Technology, Aberdeen, believes that textile studies should be taught to all children, whatever their academic ability.

So why are some children still subjected to really old-fashioned teaching, which causes many to give up sewing at 14 as soon as there is a choice of options?

Even a cursory glance at the syllabus reveals wide differences between the requirements of various examining bodies. Only those boards which recognize the need for crea-

tivity and give scope for an imaginative and wide approach at every level seem likely to maintain the interest of schools in the subject.

Dr Keighley himself has just completed a pilot A level syllabus for the Cambridge University Local Examinations Syndicate. He has removed the sewing element altogether, replacing it by subjects for academic study. It is an attempt to attract more pupils, particularly boys, and if approved could be introduced by 1984. There are three papers: the first, which is compulsory, is basically concerned with the use of textiles etc.; the second is either a detailed scientific study of textiles or the historical aspects of clothing; the third is "Fine Art". A further practical paper could include some aspect of clothing design or scientific investigation.

"Radical changes like these must of course be accompanied by changes in teacher training," he adds. "Those who insist on the continuing importance of things like embroidery are clearly in for a big shake-up."

Another big influence on the number of children who opt to continue with needlework is the administrative working of the school timetable. Often the subject is regarded as such a peripheral option that it gets completely squeezed out in the face of pressure from other areas.

In addition if those who teach it have a stronger home economics bias, that is likely to take precedence. Moreover, in hard financial times, the needlework specialist may well be the most obvious person to dispense with.

Perhaps the most crucial factor of all is the attitude and approach of the teacher himself. She might be anything but a traditionalist, with little confidence in what she is doing and absolutely no inclination to change her ways to a progressive enthusiast determined to fire the children's imagination and harness practical skills.

The title of the subject is also important. Words like textiles, fibre-technology and design conjure up a very different image from dressmaking, sewing and needlecraft and are unlikely to provoke the same response from either the pupils or the teacher.

"In the ILEA we have chosen to call it 'Textiles' and have moved from a dressmaking to a design approach," explains Brenda Frances, the Inspector responsible. "Now the emphasis is on problem-solving and practical thinking."

"Our syllabus enables teachers to extend the children in whichever way they want. It means that the work is less teacher-dominated, with children being given information and encouraged to make up their own minds."

"Giving them an appreciation of the fabrics and encouraging them to

enjoy using them is much more important than pursuing the art of sewing for its own sake. I think the expectation of adult standards from the children has bedevilled the subject for far too long."

Like many of her colleagues in other authorities, she also stresses the importance of giving pupils, particularly boys, a thorough training in machine skills. As she says, a sewing machine is a complicated tool and the techniques for using it are transferable to other machines. Clearly it is much more likely to appeal to them than wielding a needle by hand.

Also important is giving children the choice of what to make. Girls as well as boys, are likely to go for something very practical, like a rucksack, or something trendy - in preference to a soft toy.

The publication in the autumn of the Nuffield Home Economics Course, a series of four text-books which includes ones on fibres and fabrics should also boost the subject, particularly the academic approach as the scientific aspects are covered very thoroughly.

Meanwhile, the ILEA is already pursuing a vigorous in-service training policy to encourage its textiles teachers to adopt a new approach. It has produced a teaching kit, "The TAT Pack", with notes, worksheets and slides and a video series, "Fashion in Focus". In addition sixth form enrichment courses on textiles take place during the summer holidays, this year at the College of Distributive Trades.

Linking textile work to career prospects is another positive approach which could help to encourage the subject.

About two million people are employed by the textile and clothing industries, either in manufacturing, retailing or ancillary services. This represents about 10 per cent of those working in industry in Britain.

Thus the scope for classwork which is directly relevant to jobs is wide and brings a vital element of realism to the subject.

Dr Keighley predicts an even bigger role for advanced textile technology in industrial processes, with more fibre-based materials being developed to replace traditional ones like steel.

When "needlecraft" is viewed in this kind of context, it bears very little relation to nicely-darned socks.



For boys learning to handle a sewing machine may have more appeal than wielding a needle.

PRINCIPLES AND PROCESSES

Pattern Cutting and Making Up The Dressmaker's Bible by Martin Schober and Janet Ward. Batsford. Vol. I £12.95 and £7.95. Vol. II £14.95 and £9.95. Vol. III £16.50 and £9.95.

This three-volume series concerns itself with basic techniques of pattern cutting and garment manufacture for the clothing industry. The authors conclude that design, pattern cutting and manufacture are interdependent and cannot be accomplished in isolation. Therefore, the two subjects are here brought together in close sequence.

In the introduction to Volume I - *Basic Techniques and Sample Development* - the reader is given background information on the clothing industry and the design/sample room where the prototype garment is produced. A chapter on equipment,

including industrial sewing machinery precedes instructions on basic fabric manipulation and seam constructions. Each process is prefaced by an analysis grid based on the principles of joining garment parts. Sewing threads, needles, interlinings and pressing are covered. The pattern cutting section contains measurement taking, block construction, tracing off patterns, adding seam allowances, armhole and neckline styling, dart manipulation and other forms of suppression, guide lines for style analysis and pattern planning. Finally shown is the development of a sample garment from its design inception, pattern development and bundle for the sample machinist to details and sequence of making up. Stages of instruction are clearly explained and illustrated in 144 pages with 285 diagrams. Volume I concludes with noting three books of reference and an index.

Volume II - *Cutting and Making Skirts and Sleeves* - includes flared, peg-top and pleated skirts, insertion of zips, attaching waistbands and hem finishes; a variety of sleeves, openings, cuffs and a sleeved sample garment.

Volume III - *Collars, Pockets and other Style Variations* - covers pattern constructions and making up, piece dress blocks, collars, pockets, button-stands, neck openings and a rouleau fastening; a halter neckline and basic cowls. This also has a list of suppliers and an index.

It would appear that the garment styles selected for development provided the greatest potential for full analysis and pattern planning. The making up sections are a welcome and much needed improvement on the few books on making up for industry published some years ago. Janet Ward's illustrations, often humorous, are a pleasure.

This series can be recommended to students on Dress and Fashion Courses, DATEC Diploma in Fashion and particularly TEC Diploma (Higher) Diploma in Clothing Courses.

Helen Stanley

extra

CODE FOR CLEANING

Catherine Munnion on The International Textile Care Labelling Code

Easy-care fabrics, washing machines and spin and tumble dryers have changed the job of home laundry from hard work into a comparatively minor chore. But progress brings increasing complexity and today washing may be easy, but it is no longer simple. Pressing buttons on a machine and hoping for the best is, as many of us soon discover, a hazardous procedure.

The result for the family wash may be clothes that have shrunk, felted or lost their shape, items that are torn or permanently creased and a clean load stained with colour from dye mark-off or transfer. Family tempers are likely to be frayed, too, and budgets constantly stretched as ruined articles have to be replaced.

The problems are common, according to the Home Laundering Consultative Council, for nowadays, in addition to the natural fibres that were the only ones in use 40 years ago, there are many man-made fibres available, with more than 350 permutations used for fabrics and finishes which have special properties.

If a great deal besides dirt is not to come out in the wash, treatment must be suited to the type of fabric, but it is impossible to identify most fabrics by appearance or handle. The washing machine programme, or hand-wash treatment, suitable for some, damages others, and without help from the manufacturers there is little chance of the consumer getting it right.

The answer is the International Textile Care Labelling Code, a system of symbol labelling to standardize care instructions. It was developed by the Home Laundering Consultative Council, a body representing most of the industries concerned with textiles, detergents and laundry equipment, in association with the International Care Labelling Symposium, a European Organization.

The problems are, of course, international, similar fabrics and applications being available in most European countries, so symbols were chosen to overcome language difficulties and to form a washing code that would be universally understood and accepted.

The code, based on five variable symbols, is now used by about 85 per cent of all clothing and textile manufacturers in this country and on the Continent. The symbols have become familiar on labels sewn inside clothes and household articles, but they are not so far either very well understood or widely used as a practical guide to washing and cleaning.

In fact, although in use since 1974, and in spite of constant efforts to publicize the code and its meaning, a recent consumer survey revealed that it is still often not clearly understood. The younger age groups were better informed about the code, showing that teaching of the subject is effective, and members of the HLCC feel that a clear and precise understanding of the code could usefully be taught in schools, especially to school leavers who will soon be faced with choosing, buying and caring for their own clothes.

The HLCC has made a thorough survey of CSE and O and A level syllabuses in home economics and needlework and found that many of them do not include any reference to care labelling or the understanding and use of the HLCC wash care code, although there is a wide range of topics concerned with detergents and their use and with the care of fabrics. It also seems that more CSE candidates study care labelling than O level candidates. They point out that since many questions require a detailed knowledge of fabrics and general ground rules for their care, an understanding of the International Care Labelling Code is essential for all students.

Present the code is often backed up by written instructions; in addition to the symbols, the label will state clearly: "Do not use chlorine bleach" or "Tumble Drying Beneficial". Written instructions are

What the Code looks like

	MACHINE	HAND WASH
	Hand-hot medium wash	Hand-hot
	Cold rinse. Short spin or drip-dry	
	DO NOT USE CHLORINE BLEACH	
	WARM	
	DRY CLEANABLE	
	TUMBLE DRYING BENEFICIAL	

not, however, always present and the tendency is for the symbols alone to be used. These, without words to help, do need explanation.

One of the most obvious, the tub symbol, will contain a number and temperature which indicates a particular washing process - including temperature, amount of agitation and method of water extraction - for a group of fabrics.

Where a washing machine shows the wash tub symbols on the control panel, all that is necessary is to match the number on the label to the machine programme. When only a small range of settings is available, as in a laundrette, it is necessary to select the safest wash for all the articles in the load to avoid damage to some. This is not something that is generally done.

Variations on the wash tub symbol include the tub with a hand inside, to indicate hand-washing only, and a tub crossed out, meaning "Do not wash." These seem simple, but would be easy to overlook if one was not aware of their meaning, with likely damage to the articles if they were put in a washing machine.

The iron symbol is also obvious, and the dots inside, ranging from one to three, indicate the temperature setting; as one might expect, the fewer the dots, the cooler the setting. It would, however, be possible to interpret the crossed out iron symbol as meaning that a fabric need not be ironed, rather than the categorical "Do not iron."

The triangle is the symbol for bleaching, the circle represents dry cleaning and the letters inside, A, P

or F indicate the solvent which should be used; the circle inside a square stands for tumble-drying. None of these is obvious and would not therefore help anyone to wash or clean correctly unless they were familiar with the code.

It is basically a logical system and when it becomes widely recognized, no doubt it will seem very straightforward. However, taking into account a tendency not to follow instructions even when they are clear, and a resistance to understanding symbols even when explained, not to mention the extra time and care necessary to sort the washing into loads needing the same treatment, it seems likely that it will be some time before the public takes full advantage of this code. The HLCC are no doubt right in believing that it is the next generation who will benefit most if they have the opportunity of learning to understand care labelling at school.

Many companies and organizations who are members of the HLCC provide educational literature about choice of fabrics, textile products and washing machines, and the use and understanding of the International Textile Care Labelling Code.

For information write to: The Home Laundering Consultative Council, 24 Buckingham Gate, London, SW1E 6LB, or to the educational departments of: Lever Brothers Ltd., Lever House, 3 St James's Road, Kingston-upon-Thames, Surrey, KT1 2BA; Procter and Gamble Ltd., P.O. Box 1EE, Gosforth, Newcastle-upon-Tyne, NE99 1EE.



Laundrette machines have a limited range of settings and little notice is taken by the customers to the Care Labelling Code.

extra

Needlecraft books from Nelson

Creative Sewing

Second edition
Olive E Pounds

Creative Sewing is a valuable book for CSE needlecraft courses. It covers the basic skills of dress making, examines the tools of the craft and looks at the properties and uses of a variety of materials. The book is well illustrated throughout with clear line drawings and photographs which will help students follow and understand the text more fully.

This new edition contains a wealth of new material, including a complete new section on making men's clothes to cater for the move towards unisex fashions.

0-17-431051-X £2.75

Creative Embroidery Today

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Creative Embroidery Today is a book designed to make students think - think about the effects of colour and design possibilities in their everyday surroundings.

The book also includes sections on equipment, machine embroidery, various stitches and how to present finished work. Plus questions from recent exam papers and advice on exam technique.

0-17-438026-7 £1.95



Home Furnishings

Olive E Pounds

Home Furnishings provides students with detailed information on the choice, making and care of soft furnishings. It is well illustrated throughout and contains many suggestions for practical work plus a wealth of useful tips and techniques.

0-17-438025-9 £2.35

To obtain an inspection copy simply complete the coupon and post to the address given. No stamp is needed.

Please send me an inspection copy of:
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Post to: The Promotions Department, FREEPOST
Thomas Nelson and Sons Ltd., Nelson House,
Walton-on-Thames, Surrey KT12 4BR.

Electricity in Schools & Colleges

The South of Scotland Electricity Board offer an Educational Information and Advisory Service. Its aim is to improve the knowledge of young people in basic electrical principles, the practical application of these principles and to provide background information on the use of electricity in commerce, industry and the home. A range of Educational Aids covering applications in Science, Home Economics and Catering is available to Schools and Colleges in the South of Scotland Electricity Board's area only.

For further information contact:
THE SENIOR SCHOOLS AND CATERING ADVISER
SOUTH OF SCOTLAND ELECTRICITY BOARD
CATHCART HOUSE
SPRAN STREET
GLASGOW G44 4BE

South of Scotland Electricity Board

Marie Edwards on the Nuffield Home Economics Project

It stands for a fresh approach which pupils are stimulated in making their own investigations with equipment and materials while guidance is provided to keep their resources on the right line and to make sure that they appreciate the significance of what they have found out. This approach is particularly suited to home economics, where links must constantly

Pupils find out the answers to these questions and then they make some baked beans themselves. Why people eat the food they do is a complex and difficult problem for these pupils. It is finally set up to understand. They finally set up a tasting panel to assess both their own cooking results against those of classical and that of purchased cans. Why were the qualities that made you prefer one sample? How did you measure a pinch of salt; can a manufacturer be as casual? How much did each sample cost? How

place of experiment and problem solving where scientifically accurate and realistic tasks are tackled and successfully concluded.

For too long home economics has been a Cinderella subject something that girls take instead of something that boys take. It is a something dull, not very interesting and not very practical use. For a subject that teaches children to lead happy, well-adjusted, and efficient lives after leaving school, this attitude is surprising.

It should also be realized that home economics is not a science substitute. It is a real science.

The contents are comprehensive standard body measurement charts, developments of various basic jacket, sleeves, shirt and trouser blocks, revers and other collars, the classic suit, coats, many casual and unusual styles. The illustrations are excellent and well compliment the text.

Fashion for Free belongs to the second category, the book for the amateur. Beautifully and often humorously illustrated, it is a



Further details available from Hutch
Education, 24, Highbury Terrace,
London N5 1RX

W. H. Calkins, Jr.

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Fashion for Free belongs to the second category, the book for the amateur. Beautifully and often humorously illustrated, it is a book that

development of children's simple flat to the three-dimensional shapes and the line drawing of the text. It can be used for helpful teaching of clothing and students in schools and colleges. Illustrated instructions for measurements and cutting of various term shapes are given. A glossary accompanies the book.

Beley

Bert McGill on Home Economics Research Conferences – past, present and future.

The first conference had set the precedent and the organizers of the second conference at Surrey University last year were determined to build and improve upon the best features of the forerunner.

I was decided to accept papers on a paper on animal work carried out in the laboratory or to do it. To encourage those whose work was not in laboratory or who felt unable to do a full presentation, a short poster section was arranged.

Other papers, with the comfort of shirts, insulative and protective clothing and hand-knitted fabrics. The education section contained only two papers, one on the status of home economics education and the other with the intriguing title of 'Anxiety in home economics teachers concerning the study of science subjects', a topic about which much was and will be said. Eight short contributions were offered, making it necessary to limit each contribution to five minutes and this was done with ruthless efficiency. Unfortunately, the scheduled 10.30-11.00 a.m. UNESCO assignment on home economics in Saudi Arabia and an interesting insight into home economics research in the Netherlands by Mrs. C. M. van't Klooster from Wageningen. Perhaps a poster session might have been a better solution but that would have destroyed some of the intended spontaneity of the gathering.

state in the engineering sciences, biochemistry and the current economic recession in home economics. The evidence of the conferences arranged so far is that the subject is well on its way to proving his observations.

Unfortunately, not all those who claim to be members of the home economics research will acknowledge the essential role of research in their subject area much less contribute to it. Happily such numbers are declining and the organizing committee look forward to a full attendance at the third conference.

Details of the 1981 Research Conference and of the proceedings of earlier conferences from: Mrs. A. W. Rose, Sheffield City Polytechnic, Trolley Hall Lane, Sheffield, S17 4AB.

Dr A. E. J. McGill is Lecturer in Food Studies, Department of Home Economics, University of Surrey.

Dr A. E. J. McGill is Lecturer in Food Studies, Department of Home Economics, University of Surrey.

from Ethnic **Patty Fisher on the BBC Home Economics Series**

The booklet is well worth buying if you cannot view or show the program. The brief aims to integrate home economics with relevant science, food science, and nutrition. It also aims to stimulate work in food choice and food preparation, which will certainly do much to brighten the classroom and the home.

The advantage of the approach of this series is that it breaks away from the now-outmoded classification of food groups, which are now only liked by manufacturers because their classification is convenient.

An important feature of the booklet is the emphasis on the quantitative values of foods and the careful introduction of pupils to the use of food tables. The booklet has two pages of food tables, most useful and easily photocopied, giving figures for fat, water, dietary fibre, sugar and vitamin C. Iron should have been included, and also the recommended dietary intakes which are needed to evaluate foods.

A collection of vintage book covers, including 'Practical Homemaking', 'Shirts & Blouses', 'Better Cookery', and 'Olive and Cse'. The books are arranged in a slightly overlapping manner, showing their spines and front covers. The covers are primarily black and white, with some text in red or yellow. The 'Shirts & Blouses' cover features a large, stylized 'H' in the center. The 'Better Cookery' cover has a small illustration of a person cooking. The 'Olive and Cse' cover has a large, stylized 'O' and 'C' at the top. The 'Practical Homemaking' cover is plain black with white text. The books are set against a dark background with a light-colored border.

Anne Forsyth, Sue Mackie and Dodie Roe

Within its pages are notes on everything from aerosols and all-risk insurance to the Trade Description Act and vacuum-cleaners etc. . . . Glass discussion is encouraged and there are set questions on each chapter. A decided bonus point is the way in which the book moves away from the practical and takes pupils through possible examination questions. All in a worth buying: **ILEA Contact**

£2.95 hmp 80 pages illustrated

Allman Revision Notes

Angela Creese
This popular book covers all the major syllabuses and includes, amongst others, the main constituents of food (protein, vitamins, carbohydrates, etc), meal planning, shopping for food, methods of cooking with standard recipes, the preservation of food, and kitchen equipment and hygiene.

£1.50 net paper 96 pages Illustrated

1 Shirts and Blouses 2 Trousers

3 Skirts, 4 Jackets
Maureen Goldsworthy
Four books in which the reader is shown how to draft basic block patterns and then transform them into interesting patterns for a large variety of styles. Step-by-step instructions are given for making up the garments, with hints on styling, cutting out, useful equipment, fabrics and notions. With over 1,100 line diagrams and photographs, these books show you simply how to make an expert job of dressmaking.

Aileen King

This well-known cookery book, suitable for O level and CSE students, is full of valuable advice on methods as well as recipes. Alison King outlines the scientific principles underlying the various processes involved in cooking and explains the importance of a balanced diet. The 'What Went Wrong?' feature helps the cook avoid making the same mistake twice.

For inspection copies and our Home Economics catalogue, please write to:
Bell & Hyman Ltd,
FREEPOST,
LONDON SE1 0BR.

The Scottish Milk Marketing Board can supply to Scottish Schools a wide range of educational material featuring the production of milk and associated products and showing their importance in the daily diet. The material is designed to suit most ages and ranges from Infant readers to good grooming and nutritional booklets for senior pupils. A leaflet entitled "Finding Out About Milk" giving full details of material and other services offered by the Board is available on application to:

**The Education Officer, Scottish Milk Marketing Board,
Underwood Road, Paisley PA3 1TJ**

PLEASE NOTE:

Schools within England and Wales and Northern Ireland requiring educational material should contact the appropriate organisation in their own area:

England & Wales The National Dairy Council National Dairy

Northern Ireland
The Northern Dairy Council, Northern Dairy
Centre, John Princes Street,
LONDON W1M 0AP
Dairy Council for Northern Ireland
4-6 Castle Arcade Buildings,
BELFAST BT1 5DG

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Fellowships Studentships and Research Awards

LONDON

THE LONDON SCHOOL OF
ECONOMICS AND POLITICAL
SCIENCE
(University of London)
THE JAMES FUND
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AWARD

Applications are invited for the James Jeffreys Fund Graduate Studentship for work leading to a research degree with the field of transport. Each studentship will cover maintenance at current 1980 rates, and tuition fees at UK or overseas rates as appropriate.

Applications should be made by a letter addressed to the Director of the James Jeffreys Fund, London School of Economics and Political Science, 25 Bedford Square, London WC1R 4EJ. The successful candidate will be required to register as a full-time student of the London School of Economics and Political Science with effect from October 1981. (18168) 212-80

SHEFFIELD

SHEFFIELD CITY POLYTECHNIC
FACULTY OF BUSINESS AND
ECONOMICS
RESEARCH ASSISTANT
Graduate research assistant in social psychology/psychology with knowledge of survey work and interviewing to work on a project entitled 'Occupational, Educational and Training Requirements of the Social and Catering Industry'. Experience of the hotel and catering industry would be an advantage.

The appointment will be for a period of one year and the successful person will be involved with setting and editing a journal, interviewing, and conducting research. Salary Scale: £4602 - £5350 per annum.

Application forms and further details are available from the Director of Staffing, Sheffield City Polytechnic, (Dept. 785), Sheffield S1 1JD. Tel: 0114 276111 or by telephoning 308113.

Completed forms should be returned by 28th June 1981. 212-80

Colleges of Higher Education

CHILTERNHAM
THE COLLEGE OF ST. PAUL AND
ST. MARY
Department of Teaching Studies
Applications are invited from suitably experienced and well-qualified teachers for a post within the Department of Teaching Studies as Development Lecturer. Candidates should have a special interest in the primary stage of schooling and be nationally qualified. The post is for 1982 or earlier.

Application forms and further details are available from the Principal, The College of St. Paul and St. Mary, The Priory, Chilton, Chilton, Bucks. HP8 4JH. Tel: 0494 3311. Applications should be returned to the Principal by 28th June 1981. 227-80

Adult Education

NORTHUMBERLAND COUNTY COUNCIL

HER MAJESTY'S PRISON
CARLTON, NORTHUMBERLAND
EDUCATION OFFICER (New
post)

Head of Department I in accordance with Barnham F. 2 Prison Service, required at this young offenders establishment.

Application forms and further details are available from the Director of Education, Eldon House, Regent Centre, Gosforth, Newcastle upon Tyne, NE3 3JZ. Tel: 01672 3311. Applications should be returned by 28th June 1981. 251-80

Community Homes and Associated Institutions

SWANSEA

TULATH, SWANSEA
A residential community for
ESN adolescents, operated by
the Richmond Fellowship. The
Richmond Fellowship, 1 Addison
Road, London W14 3JL.
(17252)

Further details and application forms from: David Linton, Richmond Fellowship, 1 Addison Road, London W14 3JL. (17252)

Completed forms should be returned by 28th June 1981. 212-80

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Social Services Qualified Teacher

required at Carlton School (CHE)

Carlton is a Community Home with education on the premises for boys aged 13 and over.

A Teacher of woodwork/metal work, with physical education is required for September 1981 to take over a large well equipped workshop, and teach small groups of disturbed and delinquent boys. The Technical Studies Departments work towards preparing boys to take the City and Guilds Foundation Courses in Engineering Construction and Agriculture.

Physical Education facilities include Gymnasium, small games room, 2 squash courts and extensive playing fields.

Further information from the Principal, Jim Swanton, telephone Bedford 720213.

Application forms available from the Director of Social Services, County Hall, Bedford, Tel: Bedford 83222 ext. 182. Closing date June 28th 1981.

TESS262

Bedfordshire
COUNTY COUNCIL

NORTH YORKSHIRE COUNTY COUNCIL SOCIAL SERVICES DEPARTMENT Re-Advertisement

This Centre is to open shortly and will provide day care for 80 mentally handicapped adults, 20 of whom will be in the Special Care Section. Applications are invited for the following posts:

(1) INSTRUCTOR - POTTERY

Instructor's Grade: Salary £4023-£5421 (qualification bar at £5148). Minimum for qualified officers: £4680. An experienced potter is required to set up and run the Pottery Department. The successful applicant will be knowledgeable and responsible for the complete process and also for the marketing of finished goods, as well as providing therapy for the less able. The successful applicant would also be expected to take some participation in games as part of his/her duties.

(2) INSTRUCTOR - WOODWORK

Instructor's Grade: Salary £4023-£5421 (qualification bar at £5148). Minimum for qualified officers: £4680. An experienced Woodworker, who is capable of instructing in the manufacture and marketing of a variety of products is required to organise this well equipped department.

(3) INSTRUCTOR - SPECIAL CARE

Instructor's Grade: Salary £4023-£5421 (qualification bar at £5148). Minimum for qualified officers: £4680. The successful applicant will be an integral member of a team responsible to the Senior Instructor working to benefit the trainees in their everyday life. A multi-disciplinary approach is to be adopted, focused upon individual needs and assessment. The instructor will be involved in the training programme implemented to develop the basic self help, physical and conceptual skills of each trainee.

The Diploma in Training and Further Education of Mentally Handicapped Adults would be an advantage, as well as previous experience in a similar setting.

Application forms are available from the Personnel Section, Social Services Department, 60 Piccadilly, York YO1 1PP. Completed application forms should be returned within 10 days of the appearance of this advertisement. Please state which post interests you. A stamped addressed envelope would be appreciated.

TESS201

EDUCATION DEPARTMENT

H. M. Prison, Stanford Hill,
Sheerness, Kent

Appointment of

DEPUTY EDUCATION OFFICER (LECTURER GRADE II SCALE)

Applications are invited from men and women with teaching qualifications and suitable experience for the post of Deputy Education Officer. The post is to be filled from 1st September 1981 or as soon as possible after that date. Salary scale: £5,462 to £10,431.

Application form and further particulars (enclose S.A.E.) obtainable from the County Education Officer, (Ref. T4), Springfield, Maidstone, Kent ME14 2LJ, to whom completed forms should be returned by 28th June 1981.

TESS201

KENT COUNTY COUNCIL

WEST LONDON INSTITUTE OF HIGHER EDUCATION (In conjunction with the BFSS)

MULTI-CULTURAL EDUCATION RESEARCH OFFICER

Applications are invited for the above post in conjunction with a 3 year field research project, funded by the British and Foreign School Society and based at the West London Institute of Higher Education, in co-operation with certain local LEAs. The research will focus especially on the work of schools and on the needs of minority ethnic groups.

Salary dependent on qualifications and experience. Further details of the project, which is to commence in September 1981, are available from the:

Academic Registrar
Gordon House,
200 St. Margaret's Road, Twickenham
Middlesex.
Completed applications should be returned by June 28th.

WEST LONDON INSTITUTE OF HIGHER EDUCATION

Tel. 01-891 0121 extension 288.

TESS222

Youth and Community Service

BUCKINGHAMSHIRE
COUNTY COUNCIL
YOUTH AND COMMUNITY
SERVICE

Applications are invited for the above post at Elder Youth Development Centre, 57 Victoria Road, High Wycombe, Bucks. HP12 3JL. The position is to be vacant due to the second training course which will last until June 1982.

Applicants should be qualified teachers who are able to both motivate and promote the work of this busy centre.

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Inner London Education Authority

INSPECTOR FOR THE YOUTH SERVICE (DISTRICT RANK)

Salary Range £14,258 - £15,638
plus £81 London Weighting Allowance

The Authority wishes to appoint a person with senior management experience in the youth service to this newly created post within the Inspectorate team for further, higher and community education. In addition to some survey and inspection functions, duties will include a major contribution to training of youth workers. Experience in projects for unemployed young people will be particularly welcome.

Application forms and further details are obtainable from the Education Officer (EO/Estab 18) Room 387, County Hall, London, SE1. (Please enclose a stamped addressed envelope). Completed applications to be returned by 28th June 1981.

TESS430

Social Services

Standard House Regional Assessment Centre,
220 Goldhawk Road, London W12

Second Deputy - Secure Unit

2200-211, 142 p.a. Inc
Salary JNC Schedule 2, Group III

We are looking for someone able to take responsibility in the duties of the Deputy Head for the educational aspects of the Unit who accommodates 20 disturbed and delinquent boys.

At other times he/she will undertake normal teaching duties. Equivalence of residential work with disturbed children would be an advantage.

In addition to childcare and teaching staff, there is support from other specialist staff with a wide range of professional skills.

This is a residential post. Married or single accommodation available.

Further particulars and application forms may be obtained from Staff Section, London Borough of Hammersmith & Fulham, Vancourt House, 288 King Street, Hammersmith W6, telephone 01-741 1877, ext 238, and should be returned as soon as possible. Informal enquiries may be made to the Principal, Stamford House, 28 Goldhawk Road, London W12 8PA. Tel: 01-743 9461.

Applications welcomed from Registered Disabled People.

Hammersmith & Fulham

TESS201

GREENACRES Caine Wiltshire

A TEACHER

is required to join our team of teachers who are attempting to develop an educational programme which can be integrated with the work of care staff. This work is aimed at providing a supportive milieu to meet the emotional and learning needs of the children here.

Our present need is for someone who can stimulate learning and not acquired earlier in life, although our first interest is in the qualities of potential staff. An understanding of the needs of the children and the willingness to work, extraneous duties is essential.

Salary for the appointment will be based on the Barnham Further Education Scale for Lecturers. Currently this amounts to £5,034-£8,668 plus £498 (London Allowance).

Further particulars and application forms available from the Principal, Ilford Evening Institute, Vancourt House, School (Upper), Cranbrook Road, Gents Hill, Ilford, Essex. Tel: 01-554 6727/4001. Application forms should be returned by 23rd June 1981.

TESS262

TESS262

TESS262

TESS262

TESS262

DEVELOPMENT OFFICER

FOR YOUTH COUNSELLING

A brief advert gives no room for detail. If you are a young person aged 16-25, with a good knowledge of the local area, and a strong interest in youth work, you should apply for this post. The successful candidate will be required to work full-time, 35 hours per week, on a permanent basis. The position is to be vacant due to the second training course which will last until June 1982.

Applicants should be qualified teachers who are able to both motivate and promote the work of this busy centre.

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GREECE

Wanted from August 1981 to May 1982, single native English qualified teachers to work in English Language Institutes, 2 F.E.L. experience welcome but not necessary. Apply to Mrs. J. Vassiliou, 103 Farnham Street, London, W.8. Tel. 01-734 1110.

GREECE

Qualified experienced, graduates E.F.L. teacher required by major English School. Write with c.v. photo to: Mrs. Vassiliou, 103 Farnham Street, London, W.8. Tel. 01-734 1110.

GREECE

E.F.L. teacher for a private school in Athens, starting October 1st 1981. Salary 150,000 dr. per month plus 10% gratuity. 12 hours per week. Please send c.v. and photo to: Mrs. Vassiliou, 103 Farnham Street, London, W.8. Tel. 01-734 1110.

GREECE

Qualified English Teachers needed to teach at a Komotini School, Greece. Write with c.v. and photo to: Mrs. Vassiliou, 103 Farnham Street, London, W.8. Tel. 01-734 1110.

GREECE

Grad. E.F.L. Teacher 22-30 per cent with F.C.E. exp. wanted for private English Institute in Greece. Write with c.v. and photo to: Mrs. Vassiliou, 103 Farnham Street, London, W.8. Tel. 01-734 1110.

ITALY

Experienced Nursery and Primary teachers for English speaking school in Rome. Salary 1,500,000 lire per month plus 10% gratuity. Please send c.v. and photo to: Mrs. Vassiliou, 103 Farnham Street, London, W.8. Tel. 01-734 1110.

ITALY

Large school of English as a Foreign Language, also using English Teaching Theatre, requires EFL teachers. Applicants should have degree or teaching certificate, relevant experience, knowledge of Italian, and the ability to teach by the communicative method. Salary: 4,000,000 Italian lire net for eight months contract. Please send c.v. and photo to: Mrs. Vassiliou, 103 Farnham Street, London, W.8. Tel. 01-734 1110.

JAPAN

Teaching posts available for qualified and experienced TEFL teachers. Write immediately with full c.v. and photo to: Mrs. Vassiliou, 103 Farnham Street, London, W.8. Tel. 01-734 1110.

LESOTHO

MACHABENG INTERNATIONAL HIGH SCHOOL. Requires for August 1981 and January 1982 full qualified teachers of English and Mathematics to teach their respective subjects up to 'O' and 'A' Level in this expanding international day school (130 national and 20 expat pupils) in the capital of Lesotho. The appointees must be Head of Department in Mathematics and English. Contract 2 years renewable. Benefits include: housing, medical, pension, and gratuity. Please send c.v. and photo to: Mrs. Vassiliou, 103 Farnham Street, London, W.8. Tel. 01-734 1110.

KUWAIT

Maths, Geog. French, P.E. and General Studies teachers required for Junior and Secondary Departments. Apply with c.v. and experience references and photographs, Kuwait English School, P.O. Box 6640, Safat, Kuwait, Arabia. Tel. 01-734 1110.

MALAWI

DESIGNATED SCHOOLS BOARD. Primary and secondary schools require experienced teachers for English, Mathematics, and Science. Salary: 1,500,000 Malawi kwacha per month plus 10% gratuity. Please send c.v. and photo to: Mrs. Vassiliou, 103 Farnham Street, London, W.8. Tel. 01-734 1110.

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MIDDLE EAST

INTERNATIONAL SCHOOLS OF CHICAGO. Applications are invited for September 1981 for teaching positions in the International Schools of Chicago. Write with c.v. and photo to: Mrs. Vassiliou, 103 Farnham Street, London, W.8. Tel. 01-734 1110.

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ST. PAUL'S PLACE CENTRE

Qualifications and experience in youth & community work essential. Responsibilities involve a range of activities including counselling, social work, and out door play activities. Write with c.v. and photo to: Mrs. Vassiliou, 103 Farnham Street, London, W.8. Tel. 01-734 1110.

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CAREERS OFFICERS

Grade AP2/4

£6,073 p.a. to £7,134 p.a. Inc. London
Weighting with bar points at £5,631 p.a. and £6,384 p.a.

Officers of the service work a planned week and are expected to be equally adept in advising employers, counselling and advising young people in schools and colleges and helping the unemployed. Personal research is also encouraged.

Application forms are obtainable by writing to: The Principal Careers Officer, Career Service, 383 High Street, Stratford, London E15. Or Tel: Jean Barron on 01-534 1374 ext. 25.



YORKSHIRE AND HUMBERSIDE ASSOCIATION FOR FURTHER AND HIGHER EDUCATION

Applications are invited for the post of

CHIEF OFFICER

of the above Association, which is to be established in September 1981 and take over completely from the present Yorkshire and Humberside Council for Further Education when it is dissolved on 31st August 1982. The Chief Officer will be invited to take up his post as soon as possible.

Salary: provisionally the mid point of the scale for Chief Officers Group 3, £16,313 plus 3 increments of £414. Further particulars may be obtained from: The YHAEA Adviser, Yorkshire & Humberside Council for Further Education, Bowling Green Terrace, Leeds LS11 9BX by whom applications must be received by 31st July 1981.

Science Education Overseas

SOUTH AFRICA

Implementor
Science Education Project
Based at the University of Natal, Durban
Reference: 81 A 61

The Science Education Project started in 1976 in the Cape and on the basis of its success there it has now spread countrywide. The project has focused on equipping school laboratories economically, developing an inquiry based teaching strategy, and producing a variety of supplementary written and experimental materials. The project is in its third year and is now expanding to other parts of the country. The project is in its third year and is now expanding to other parts of the country. The project is in its third year and is now expanding to other parts of the country.

Qualifications: Candidates, either men or women, should have a BSc in the Biological Sciences or PGCE and must have experience in implementing new curricula and in-service teacher training in developing countries. Experience in adult education would be an advantage. Salary: A taxable UK salary in excess of current emoluments will be offered to the selected candidate. Benefits: Variable tax free overseas allowances according to marital status and salary levels; free family passages; children's education allowances and holiday value free furnished accommodation; out of pocket expenses; medical scheme; pension allowance, paid leave. Contract: Contract will be for two years, starting if possible in September 1981. Please write briefly stating qualifications and length of appropriate experience, quoting relevant reference number and title of post for further details and application form to: Overseas Educational Appointments Department, The British Council, 66 Davies Street, London W1Y 2AA.

Overseas Educational Appointments Department
The British Council, 66 Davies Street,
London W1Y 2AA.

Educational Posts Overseas.

ANGOLA

2 Senior Teachers of English
National Language Institute,
Luanda

Reference: 81 A 62-57

The National Language Institute was founded in 1978 and runs a variety of English courses for personnel employed by Ministries and parastatal institutions, including courses for teachers and interpreters. It is hoped that the next few years to substantially develop these courses.

The job: To develop and teach the basic courses the Institute offers and devise new materials. To plan a basic teacher training programme for future teachers and teacher trainers for the Ministry of Education and the Institute. To develop the course programme beyond the intermediate level for those requiring further specialisation in English, eg. Translators and Interpreters. Qualifications: Senior Teachers: Candidates should have a Masters degree in Applied Linguistics or equivalent, plus at least 5 years experience in TEFL, including some teaching and planning, marketing, professional monitoring, recruitment and employment of local teachers. Candidates should have an honours degree, RSA TEFL or postgraduate TEFL qualification and at least 3 years TEFL experience.

Salary: Total emoluments will be approximately as follows, according to qualifications and will include a local salary in Angola and a tax free, starting salary. Senior Teachers: £15,000 to £17,000. Junior Teachers: £10,000 to £12,000. Benefits: Free furnished accommodation; baggage entitlements; air fares to and from job postholder and family; annual leave; 3 year contract. Starting date: September 1981 or as soon as possible thereafter.

BAHRAIN
French Teacher,
Bahrain School, Jufair
Reference: 81 A 12
The Bahrain School is an English-International school with good facilities on the outskirts of Manama. It has a primary and secondary section. The school is open to boys and girls. The school will teach subjects up to level 11-12 in the British Curriculum. The school is open to boys and girls. The school will teach subjects up to level 11-12 in the British Curriculum. The school is open to boys and girls. The school will teach subjects up to level 11-12 in the British Curriculum.

Qualifications: Degree, MA in Applied Linguistics or 1 year postgraduate Diploma in TEFL plus 5 years experience including ESP materials writing and teacher training. Candidates, preferably male, aged 30-50, must be UK citizens with a British educational background. Salary: £8,007-£10,717 p.a. Benefits: Salary and allowances free of UK Income tax; variable overseas allowance according to marital status and salary level; free family passages; children's educational allowance and holiday value; free furnished accommodation; travel; baggage; annual passage paid leave. Contract: 2 years initially with the British Council.

GERMANY
Director of Courses,
The British Council, Munich
Reference: 81 D 38
The job: The Director of Courses will be responsible to the Regional Director for teacher management, the detailed administration of teaching activity at the Direct Teaching of English Centre in Munich and the control of all professional aspects of the centre. Qualifications: Candidates must be EEC Nationals and native speakers of English, who hold a degree and TEFL qualification. They must have considerable teaching experience, including in ESP, and previous administrative experience as Director or Assistant Director of Studies. The preferred age range is 28-45. A good working knowledge of German is highly desirable. Non-German speakers would be expected to learn the language. Salary: £10,383-£12,800 p.a. Tax free. Benefits: Overseas allowance; accommodation allowance; employers' share of superannuation contributions; 30 days annual leave; free, baggage allowances; two year contract, renewable. Starting date: September 1981 or as soon as possible thereafter.

BAHRAIN
Teacher of English Language
Teaching Commercial
Education Section,
Ministry of Education
Reference: 81 A 68
The job: To work within the Directorate of Technical and Commercial.

Qualifications: Degree in English or Commerce including the following: Teacher Inspection; in-service teacher; material writing, examination setting, planning of special courses. The work of the Commercial section encompasses over five schools and Adult courses at a Vocational Training Centre. Qualifications: Candidates, men only, preferably aged between 30 and 45, should normally be UK citizens with a British educational background. They must have a degree in English or relevant subject, a teaching qualification, TEFL training and substantial overseas TEFL experience, preferably in ESP. Salary: £7,371-£10,181 p.a. Tax free. Benefits: Overseas and children's allowances; free furnished accommodation including water and electricity; annual passage paid leave; 2 year contract, renewable. Starting date: 24 August 1981.

QATAR
Assistant Director of Studies
British Council Centre, Doha
Reference: 81 D 26
The British Council Centre was opened in 1975 and now has an enrolment of approximately 600 students. There are two 18 week terms for 32 classes meeting for 4 hours per week. The student age range is from 15-30 from beginners up to first certificate level. The Centre has a full range of equipment including a language laboratory and video facilities. The job: The Assistant Director of Studies will be directly responsible to the Director for the professional management of the Centre; the duties will include supervision of placement testing and registration of students, course - co-ordination and syllabus design; in-service teacher training and 4-5 hours of teaching per week. Qualifications: Candidates should be graduates with a postgraduate qualification in TEFL and a minimum of 3 years relevant experience including some teacher training. NB: A teaching couple is preferred for the post. The spouse will be offered a local contract to teach at the Centre for

OMAN
Two teachers of English
British Council Centre
for English Studies, Mutrah
Reference: 81 D 33-34
The job: To teach English as a foreign language to adult students from beginners to FCE level. Qualifications: Candidates should have either a teaching certificate and 2 years minimum TEFL experience or RSA Preparatory and 1 year minimum TEFL experience. Single candidates under 30 or married teaching couple (without children). Salary: RO 4150-RO 6888 at current rate of exchange plus 5% 442-£9,814 plus an overseas allowance of RO 80 per month and car allowance of RO 40 per month. Benefits: Free paid; baggage allowances; medical benefits; shared furnished accommodation or rental allowance; 30 days passage paid leave annually. Contract: 2 years renewable. Starting date: 1 September 1981.

POLAND
Assistant Director of Studies,
Language Centre
for Academic Staff,
Jagiellonian University,
Krakow.
Reference: 81 B 82
The job: To teach English language and to assist in the running of ELT courses for academic staff.

Qualifications: Degree in English or Modern Languages, TEFL qualification and at least 3 years TEFL experience. Salary: 7,500 zloty per month (approx. 71z = £11). Sterling subsidy of £3,518 per annum paid in Britain. Contract: One year, renewable. Starting date: Mid-September 1981.

Spain
Lecturer/Supervisor
British Council Institute,
Barcelona
Reference: 81 D 37
The job: Involvement in teacher training courses, professional and administrative co-ordination of two levels of teaching, organising Cambridge examinations, classroom teaching, revision of ELT Methodology Programme, handling DTE and non-DTE enquiries. Qualifications: Degree, preferably in English or Modern Languages, PGCE TEFL or Diploma TEFL. An MA in Applied Linguistics is desirable. Candidates must have 5 years experience of teaching overseas, including two years teaching using two to three years experience of DTE, and experience in the use of video as desirable. Salary: £7,500-£10,000 p.a. The appointee's salary will be £7,500, tax free. Benefits: Rent contribution; employer's share of superannuation contributions; fares on appointment and termination; baggage allowance; 40 days leave; medical scheme; two year contract; renewable. Starting date: 1 September 1981.

YUGOSLAVIA
Lecturer in English
University of Sarajevo.
Reference: 81 B 81
The job: To teach English (phonetics, conversation and composition) to undergraduates. Qualifications: Candidates should have a degree, plus PGCE and a formal qualification in TEFL. Salary: Local salary of 7,500 Dinars per month (73 Dinars = £11). Sterling subsidy of £2,345 per annum paid in Britain. Contract: 1 year renewable. Starting date: September 1981.

Key English Language Teaching Scheme.

The KELT Scheme is part of Britain's aid programme to developing countries overseas.

JORDAN
ESP Adviser,
Language Centre,
Yarmouk University
Reference: 81 K 27
The job: To survey the ESP requirements of the University leading to a restructuring of the compulsory English Language orientation course and introduction of specialist ESP courses to train University Lecturers in English for Specific Purposes. Qualifications: 4 years relevant experience including ESP design, Degree or equivalent; teaching

Please write briefly stating qualifications and length of appropriate experience, quoting relevant reference number and title of post for further details and application form to: Overseas Educational Appointments Department, The British Council, 66 Davies Street, London W1Y 2AA.

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L.E.A. ADMINISTRATION continued

SURREY
UNIVERSITY OF
DEPARTMENT OF ADULT
EDUCATION
RESEARCH OFFICER

Applications are invited for a part-time research officer to undertake project research as part of a small team studying the impact of continuing education on the European Community Member States. The appointment is for six months from 15 July 1981. Willingness to travel within the UK and a strong interest in the vocational education and training of adults are essential.

Salary pro rata £6,070 (Research and Academic Range 13) for a minimum of 30 hours per week, negotiable flexibly to meet the needs of the project.

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General

LONDON

Y.W.C.A.

The Y.W.C.A. requires an Organising Secretary to coordinate the work of the Association throughout the year.

Experience in social work and administration would be an advantage, but training will be given.

Starting salary £5,000, depending on experience and qualifications.

Six weeks annual leave. Contributory Pension Scheme.

For further details please contact the Personnel Officer, Y.W.C.A., 100 Strand, London WC2R 0ET.

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PERSONNEL OFFICER
NATIONAL INSTITUTE OF
YOUTH COUNCILS
WIMBORNE, Dorset

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SUSSEX

NEW ENGLAND COLLEGE

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LONDON

LONDON REGIONAL EXAMINING BOARD

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